### Interpersonal and Communication Skills

1. Shares decision-making and negotiates management plans with patients, families, and other healthcare professionals:

   - **(1)** Very far from meeting expectations; egregious  
     - Lacks situational awareness. Does not engage patients and families in discussions of care.
   - **(2)** At the margins but does NOT meet expectations
   - **(3)** Meets Expectations; at appropriate level  
     - Engages patient in shared decision-making; establishes rapport. Incorporates patient's preferences and privacy needs.
   - **(4)** Above Expectations
   - **(5)** Far exceeds expectations; exceptional  
     - Skillfully uses warmth and rapport for therapeutic gains. Demonstrates situational awareness when discussing patients. Engages in shared decision making by actively soliciting patient's preferences.
   - **(Null)** No basis for evaluation
2.* Demonstrates effective oral presentation skills (e.g. accurate content and efficient process):

- **(1)** Very far from meeting expectations; egregious
  - Delivers a presentation that is not concise or that wanders. Presents a story that is imprecise because of omitted or extraneous information. Follows a template.

- **(2)** At the margins but does NOT meet expectations
  - Delivers a presentation organized around the chief concern. When asked, can identify pertinent positives and negatives that support hypothesis. Supports management plans with limited information at times.

- **(3)** Meets Expectations; at appropriate level
  - Filters, synthesizes, and prioritizes information into a concise and well-organized presentation. Integrates pertinent positives and negatives to support hypothesis. Provides sound arguments to support the assessment and plan.

- **(4)** Above Expectations

- **(5)** Far exceeds expectations; exceptional

  - (Null) No basis for evaluation

3.* Demonstrates effective interviewing skills, including attentive listening, eliciting patient's concerns, clarifying and summarizing information, and exploration of patient's context/ perspective/ beliefs/ emotions:

- **(1)** Very far from meeting expectations; egregious
  - Does not collect accurate historical data; relies exclusively on secondary sources or other's documentation.

- **(2)** At the margins but does NOT meet expectations

- **(3)** Meets Expectations; at appropriate level
  - Uses a logical progression of questioning. Questions are prioritized and not excessive. Avoids jargon.

- **(4)** Above Expectations

- **(5)** Far exceeds expectations; exceptional
  - Obtains a complete and accurate history in an organized fashion. Seeks secondary sources of information when appropriate (e.g. family, primary care physician, living facility, pharmacy) Adapts to different care settings and encounters.

  - (Null) No basis for evaluation

**Medical Knowledge**

4.* Knows the normal anatomy and pathophysiology so they may apply that knowledge to better understand the etiology, epidemiology, clinical manifestations, pathogenesis, prognosis, treatment, and natural history of common condition:

- **(1)** Very far from meeting expectations; egregious
  - Limited to protocols or pattern recognition and not based in understanding pathophysiology.

- **(2)** At the margins but does NOT meet expectations

- **(3)** Meets Expectations; at appropriate level
  - Demonstrates recall of relevant prior learning and is able to relate the information to the case context. Apply knowledge of common clinical conditions and preventive strategies to patient care settings.

- **(4)** Above Expectations

- **(5)** Far exceeds expectations; exceptional
  - Extrapolates newly acquired knowledge into existing knowledge base, forming new connections. Demonstrates a significant knowledge about many broad diseases and the ability to make a diagnosis and recommend initial management.

  - (Null) No basis for evaluation

**Patient Care and Procedural Skills**
5.* Gathers essential information from all available sources, including other providers to obtain an accurate and relevant medical history:

- (1) Very far from meeting expectations; egregious
- (2) At the margins but does NOT meet expectations
- (3) Meets Expectations; at appropriate level
- (4) Above Expectations
- (5) Far exceeds expectations; exceptional

6.* Performs a relevant and accurate physical examination, distinguishing normal from abnormal findings:

- (1) Very far from meeting expectations; egregious
- (2) At the margins but does NOT meet expectations
- (3) Meets Expectations; at appropriate level
- (4) Above Expectations
- (5) Far exceeds expectations; exceptional

7.* Documents accurately, legibly and succinctly, history and physical exam data, interpretation of test results, comprehensive problem lists have assessments that prioritize differential diagnosis and includes supportive reasoning:

- (1) Very far from meeting expectations; egregious
- (2) At the margins but does NOT meet expectations
- (3) Meets Expectations; at appropriate level
- (4) Above Expectations
- (5) Far exceeds expectations; exceptional

(Null) No basis for evaluation
8.* Makes informed diagnostic and therapeutic decisions based on patient information, current scientific evidence, and improve their patient care practices:

° (1) Very far from meeting expectations; egregious

° (2) At the margins but does NOT meet expectations

° (3) Meets Expectations; at appropriate level

° (4) Above Expectations

° (5) Far exceeds expectations; exceptional

° (Null) No basis for evaluation

Practice-Based Learning and Improvement

9.* Identifies areas for improvement of self-knowledge in clinical situations by seeking feedback from supervising physicians and asking relevant clinical questions and b) completing and discussing, with the preceptor, their mid-rotation feedback. Recognizes, accepts, and improves personal limitations in knowledge, skills, and behaviors; seeking guidance and supervision when appropriate:

° (1) Very far from meeting expectations; egregious

° (2) At the margins but does NOT meet expectations

° (3) Meets Expectations; at appropriate level

° (4) Above Expectations

° (5) Far exceeds expectations; exceptional

° (Null) No basis for evaluation

10.* Demonstrates the ability to practice evidence-based medicine by knowing where and how to find the best sources of evidence:

° (1) Very far from meeting expectations; egregious

° (2) At the margins but does NOT meet expectations

° (3) Meets Expectations; at appropriate level

° (4) Above Expectations

° (5) Far exceeds expectations; exceptional

° (Null) No basis for evaluation

Professionalism
11.* Demonstrates reliability and responsibility by completing duties in a timely fashion:

- (1) Very far from meeting expectations; egregious
- (2) At the margins but does NOT meet expectations
- (3) Meets Expectations; at appropriate level
- (4) Above Expectations
- (5) Far exceeds expectations; exceptional

- (Null) No basis for evaluation

12.* Exhibits compassion and empathy in words and deeds when dealing with patients/families, peers, the healthcare team, community members, faculty and others:

- (1) Very far from meeting expectations; egregious
- (2) At the margins but does NOT meet expectations
- (3) Meets Expectations; at appropriate level
- (4) Above Expectations
- (5) Far exceeds expectations; exceptional

- (Null) No basis for evaluation

13.* Shows respect for others, including appropriate grooming, punctuality, courtesy, inclusiveness, avoidance of derogatory backroom discussions, and use of socially acceptable language and humor:

- (1) Very far from meeting expectations; egregious
- (2) At the margins but does NOT meet expectations
- (3) Meets Expectations; at appropriate level
- (4) Above Expectations
- (5) Far exceeds expectations; exceptional

- (Null) No basis for evaluation

System-Based Practices
14.* Advocates for patients to access healthcare services and assistance; considers cost-effectiveness in developing diagnostic and treatment strategies that promote quality of care:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
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<tbody>
<tr>
<td>(1) Very far from meeting expectations; egregious</td>
<td>Recommends unnecessary tests or tests with low pretest probability Neglects patient’s preferences. Lacks awareness of external factors (socioeconomic, literacy, insurance status) that impact cost of health care.</td>
</tr>
<tr>
<td>(2) At the margins but does NOT meet expectations</td>
<td>Understands how patient care is provided within systems and recognizes that external factors influence patient’s utilization of health care and may present barriers. Incorporates cost awareness principles into standard clinical decision making.</td>
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<tr>
<td>(3) Meets Expectations; at appropriate level</td>
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<tr>
<td>(4) Above Expectations</td>
<td>Provides individual rationale based on patient’s preferences, demographics, and risk factors. Incorporates sensitivity, specificity, and prevalence in recommending and interpreting tests. Makes suggestions for changes or interventions that may improve patient care.</td>
</tr>
<tr>
<td>(5) Far exceeds expectations; exceptional</td>
<td></td>
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<tr>
<td>(Null) No basis for evaluation</td>
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Interprofessional Collaboration

15.* Demonstrates collaborative practice by identifying key personnel and understanding the role of each health care member and participating in a coordinated effort for optimized patient care:

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<tbody>
<tr>
<td>(1) Very far from meeting expectations; egregious</td>
<td>Identifies roles of other team members but does not know how or when to use them. Acts independently of input from team members, patients, and families. Communication is largely unidirectional, in response to prompts, or template driven. Has limited participation in team discussion.</td>
</tr>
<tr>
<td>(2) At the margins but does NOT meet expectations</td>
<td>Understands the roles and responsibilities of and effectively partners with all members of the team. Listens actively and elicits ideas and opinions from other team members. Integrates into team function, prioritizing team goals.</td>
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<tr>
<td>(3) Meets Expectations; at appropriate level</td>
<td></td>
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<tr>
<td>(4) Above Expectations</td>
<td>Communicates bidirectionally; keeps team members informed and up to date. Tailors communication strategy to the situation. Supports other team members and communicates their value to the patient and family. Anticipates, reads, and reacts to emotions to gain and maintain therapeutic alliances with others.</td>
</tr>
<tr>
<td>(5) Far exceeds expectations; exceptional</td>
<td></td>
</tr>
<tr>
<td>(Null) No basis for evaluation</td>
<td></td>
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Overall Summary

16.* Formative feedback: Please comment on areas where the student’s performance will benefit from enhanced skill development. Proposing specific next steps for student’s learning can be helpful. Your responses to this answer will not be included in the MSPE (Dean's Letter).
17.* Summative Feedback: Please provide specific comments/examples (suggested 3-4 sentences) regarding the student's patient care skills (history taking, physical exam, clinical reasoning); interpersonal and communication skills (teamwork, written, and oral communication skills); and professionalism. These comments may be included verbatim in the Medical Student Performance Evaluation (MSPE, formerly known as the Dean's Letter)

18. Overall Student Mean:

Return to Evaluation

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