

Preview Form



Johns Hopkins University School of Medicine Electives

Subject:
Evaluator:
Site:
Period:
Dates of Activity:
Activity: Clinical Preceptorship in Anesthesiology - Winters
Form: Medical Student

Knowledge of scientific basis of medicine (Question 1 of 20 - Mandatory)

1. Major deficiencies in knowledge base.
2. Often inaccurate. Incomplete understanding of basic concepts.
3. Sound understanding of pathologic substrate of important clinical disorders.
4. Thorough textbook understanding of pathophysiology and mechanisms of therapeutic interventions.
5. Aware of current concepts of disease pathogenesis and therapeutic mechanisms of action. Asks probing scientific questions.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Clinical Knowledge (Question 2 of 20 - Mandatory)

1. Unable to apply preclinical knowledge to understand basic medical problems.
2. Inconsistent understanding of patient problems. Limited differential diagnosis.
3. Knows basic differential diagnosis. Understands team's choice of therapy.
4. Knows expanded differential diagnoses, including recognition of emergencies. Can discuss therapeutic options.
5. Knows nuances of differential diagnosis, including disease, prevalence and anticipated history & exam findings. Able to formulate a management plan. Able to assign prognoses.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Self-Directed Learning (Question 3 of 20 - Mandatory)

1. No self-directed learning. Lack of effort. Denies inadequacies.
2. Rarely self-directed. Frequent prompting required. Minimal evidence of outside work.
3. Appropriate use of textbooks and reference sources. Well motivated.
4. Sets goals. Reads in advance. Timely use of resources. Consistent effort to improve.

5. Never needs prompting. Effective use of resources. Educates others

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Data Gathering (Question 4 of 20 - Mandatory)

1. Disorganized. Fails to gather important historical information or patient's perspective. Fails to identify patient's agenda. Never reviews old records or seeks collateral informants

2. Incomplete at times. Frequent closed-ended questioning in. Unfocused.

3. Obtains appropriate basic history in patient-centered manner. May need attention to efficiency and exploration of difficult ideas. Reviews old records as available.

4. Precise, detailed history appropriate to the setting. Seeks understanding of patient perspective. Seeks collateral informants when appropriate.

5. Consistently precise and efficient detailed history of illness. Insightful and consistently elicits subtle historical points. Gathers and carefully reviews old records.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Physical Examination/ Mental Status Examination (Question 5 of 20 - Mandatory)

1. Unreliable, incomplete, disorganized. Disregards patient comfort. Inadequate technique.

2. Sometimes unreliable, incomplete or disorganized. Some major findings missed. Exam skills need refinement.

3. Most findings identified. Usually logical and focused exam. Properly structured, properly ordered, few omissions, considers patient's comfort.

4. Very comfortable approach to the exam. Major findings always identified. Focused, organized skills.

5. Well organized. Subtle findings elicited. Very efficient

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Problem Solving (Question 6 of 20 - Mandatory)

1. Cannot interpret basic data. Unable to identify basic issues on problem list.

2. Frequently reports data without interpretation. May be able to list problems, but analysis of issues is superficial. Cannot prioritize problems.

Constructs appropriate problem list and develops basic differential diagnosis. Analysis of problems reflects basic understanding of issues.

4. Consistently offers reasonable interpretation of data. Arrives at prioritized differential diagnosis and therapeutic plan.

5. Consistently understands complex issues and interrelated patient problems. Always well prioritized.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Clinical Judgment (Question 7 of 20 - Mandatory)

1. Consistently poor judgment. Actions may affect patients adversely.
2. Inconsistent understanding of patient problems. Inability to identify critical nature of illness.
3. Can recognized priorities in clinical situations. Aware of own limitations. Able to recognized a sick patient.
4. Weighs pros and cons of diagnostic plans. Incorporates patient perspectives. Prioritizes well.
5. Insightful approach to management plans. Anticipates changes. Appreciates management subtleties.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Responsibility/Reliability (Question 8 of 20 - Mandatory)

1. Unexplained absences. Unreliable. Inappropriately dressed. Does not follow through with assigned tasks.
2. Often unprepared, lackadaisical, needs reminders in fulfillment of responsibilities. Often late, appears uninterested.
3. Punctual. Fulfills assigned tasks consistently. Responsible and reliable.
4. Seeks and is capable of taking on additional responsibility.
5. Excellent initiative. Unusual dedication to patient care and education.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Compassion (Question 9 of 20 - Mandatory)

1. Consistently uncaring, insensitive. Seemingly unaware of patient suffering and needs.
2. Often misses patient's cues of distress, suffering. Only occasionally offers encouragement.
3. Regularly recognizes and responds to patient distress appropriately. Sympathetic, develops rapport.
4. Consistently aware of patients suffering and needs, clearly warm and caring. Gains confidence and trust.
5. Actively addresses emotional implications of illness with patient and family.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Response to feedback (Question 10 of 20 - Mandatory)

1. Completely unaware of own inadequacies. Refuses or makes no effort to improve.
2. Resistive or defensive in accepting feedback. Makes marginal efforts to improve with feedback.
3. Accepts and generally makes efforts to improve with feedback.
4. Seeks and accepts feedback. Shows consistent improvement.
5. Able to self assess and make necessary changes for growth and progress.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Communication with Patients (Question 11 of 20 - Mandatory)

1. Avoids contact with patients. Little attempt to establish therapeutic rapport. Generally unable to communicate facts to patients.
2. Difficulty establishing physician-patient relations. Insensitive to patients' needs.
3. Good skills at developing rapport with patients and responding to emotional needs of patients.
4. Excellent communication skills. Able to gain trust and confidence of patients and families.
5. Student becomes preferred contact for patients due to highly effective communication.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Communication with colleagues (Question 12 of 20)

1. Avoids contact with team members. Inadequate skills to establish relationships with medical colleagues and other health professionals.
2. Sometimes has difficulty in relating to medical colleagues and other health professions. Maintains distance from the team.
3. Relates well with medical colleagues and other health professions. "Good team player." Functions well within the team structure.
4. Able to establish excellent rapport with medical colleagues and other health professionals. Gains confidence of team leaders.
5. Establishes tone of mutual respect and dignity with medical colleagues and other health professionals. Highly integrated into the team structure.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Oral presentations (Question 13 of 20 - Mandatory)

1. Unprepared. Major omissions frequent. Poorly organized & incomplete. Misses key data.
2. Presentations incomplete. Poorly focused. Some omissions in characterizations, chronology and pertinent data. Irrelevant facts. Rambling. Relies heavily on notes.
3. Uses proper format. Acceptable delineation of primary problems with reasonable characterization and chronology. Culturally-sensitive presentations.
4. Presentation usually complete, well characterized and organized. May need attention to length and efficiency, and summarization of problems and plans.
5. Consistently clear and succinct delineation of patient story. Accurate characterization with differential diagnosis and plan.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Recording clinical data (Question 14 of 20 - Mandatory)

1. Disorganized, incomplete, incoherent flow to written work. Illegible. Always late.
2. Often lacks relevant details. Somewhat disorganized. Often late. Occasional omissions in problems lists.
3. Usually organized and complete. Adequate problem list/formulation documented. Timely.
4. Concise, well organized, comprehensive.
5. Superior organization. Sophisticated problem list/formulation and diagnostic/therapeutic approach.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

Procedural skills (Question 15 of 20 - Mandatory)

1. Careless, frequent disregard for technical accuracy. Poor dexterity.
2. Occasionally careless. Some mistakes. Awkward at times. Fair dexterity.
3. Proficient. Appropriate use of instruments. Average dexterity.
4. Above average proficiency and dexterity.
5. Superb technical skills. Great dexterity.

Not Observed	Unacceptable	Needs Improvement	At Expected Level	Above Expectations	Outstanding
0	1	2	3	4	5

How would you rate this student as a candidate for house staff position on this service?
(Question 16 of 20 - Mandatory)

Too early to say	Poor	Fair	Good	Excellent	Outstanding
0	1	2	3	4	5

List Positive Qualities: (Question 17 of 20 - Mandatory)
List Qualities Hindering Effectiveness: (Question 18 of 20 - Mandatory)
Overall Grade: (Question 19 of 20 - Mandatory)

Fail	Pass	High Pass	Honors
1	2	3	4

Confidential Comments (Question 20 of 20 , Confidential)

Confidential Comments