

NEUROLOGY CLERKSHIP FEEDBACK & CLINICAL EVALUATION FORM

Student Name: _____ Evaluator: _____

Rotation (check all the appropriate): General Consult Stroke Clinic

Number of half days spent with student before making this evaluation: 1 2 3 4 >4
 e.g.: each inpatient rotation day counts as 2 half-days.

PROFESSIONALISM

Respectfulness

- Always respectful
- Minor lapse in respectfulness
- Area of concern

Work Ethic/Dependability

- Consistently takes initiative and follows through
- Sometimes requires prompting but always follows through
- Area of concern

Motivation/Excellence

- Actively strove for excellence
- No problem with motivation
- Area of concern

Honesty

- Honest even when it entails personal risk (e.g. readily admitting a mistake, giving due credit to someone else, etc.)
- There were no concerns
- Area of concern

COMPETENCY CATEGORY	Below expected performance	At the level of performance expected for a 3rd Year UF COM student	Above expected performance						
PATIENT CARE									
History Taking	1	2	3	4	5	6	7	8	9
EPA 1 (Gather a history and perform a physical examination)	Cannot assess <input type="checkbox"/>	Not Entrustable <input type="checkbox"/>	Partially entrustable <input type="checkbox"/>				Fully entrustable <input type="checkbox"/>		
NA	Unable to consistently obtain a complete history for patients with common complaints. Misses key features of a symptom.	Consistently obtains a complete history. Able to identify pertinent positives and negatives for common complaints.	Consistently complete and organized. Elicits pertinent positives and negatives that indicate a differential is in mind. Probes for details.						

Physical Exam	1	2	3	4	5	6	7	8	9
EPA 1 (Gather a history and perform a physical examination)	Cannot assess <input type="checkbox"/>		Not Entrustable <input type="checkbox"/>		Partially entrustable <input type="checkbox"/>		Fully entrustable <input type="checkbox"/>		
NA	Demonstrated one or more of the following: persistent problems with technique, does not recognize obvious abnormal findings, inability to identify relevant parts of the exam to perform.			Technically able to perform a complete, organized, and accurate PE and recognize obvious abnormal findings.			Goes beyond the standard PE and looks for relevant findings based on the differential Picks up more subtle abnormalities. Tries to incorporate special tests when indicated.		
Clinical Reasoning & Medical Decision Making	1	2	3	4	5	6	7	8	9
NA	Demonstrated one or more of the following: insufficient ability to interpret clinical information, difficulty prioritizing, difficulty elaborating a basic differential diagnosis, unable to commit to a working diagnosis & has poor medical judgement.			Able to generate a reasonable differential diagnosis for common neurological symptoms. Able to generate working diagnoses for the major problems.			Able to apply basic science knowledge to clinical situations to generate thoughtful and prioritized differentials for all patients the student is assigned. Able to integrate related problems into a unifying diagnosis & management plan; clinical judgement exceeds expected level.		
MEDICAL KNOWLEDGE	1	2	3	4	5	6	7	8	9
NA	Medical knowledge well below level expected at this stage of 3rd year.			Medical knowledge at the level expected at this stage of 3rd year			Knowledge base in upper echelon of students at same stage of 3rd year.		
INTERPERSONAL & COMMUNICATION SKILLS									
Patient/Family	1	2	3	4	5	6	7	8	9
NA	Ability to establish rapport and communicate with patients and families is sufficiently weak to be a cause for concern			Established effective rapport with nearly all patients/families. Expresses self clearly and at a level that patients can understand.			Highly effective at establishing rapport and communicating with all patients and families. Aware of the relevance of psychosocial factors, cultural diversity and support systems.		

Oral Presentations	1	2	3	4	5	6	7	8	9
EPA 6 (Provide an oral presentation of a clinical encounter)	Cannot assess <input type="checkbox"/>		Not Entrustable <input type="checkbox"/>		Partially entrustable <input type="checkbox"/>		Fully entrustable <input type="checkbox"/>		
NA	Presentations ineffective for one or more of the following reasons: disorganized, incomplete, inaccurate, poor speaking skills.			Presentations usually well organized, occasionally misses details but overall effective.			Outstanding presentations. Complete yet concise, well organized with polished delivery.		
Written Medical Record	1	2	3	4	5	6	7	8	9
NA	Medical record ineffective for one or more of the following reasons: disorganized, inaccurate, incomplete.			Medical record entries/progress notes organized and complete with clear working diagnoses and plans.			Outstanding progress notes and record keeping. Complete yet concise, very well organized and very clearly communicated.		
PRACTICE BASED LEARNING AND IMPROVEMENT	1	2	3	4	5	6	7	8	9
NA	Demonstrated one or more of the following: poor self-insight, poor ability at accepting or applying feedback.			Seeks and applies feedback well. Clearly reads about topics to improve patient care and tries to apply EBM in practice.			Actively seeks feedback and applies it well. Is intellectually curious and eager to learn about all patients on the team, not just those assigned. Consistently applies EBM to patient care. Teaches others when opportunities arise.		
SYSTEM BASED PRACTICE	1	2	3	4	5	6	7	8	9
NA	Ineffective team member. Does not understand the role of other health care professionals.			Helpful team member. Able to help with discharge planning and other transitions of care with supervision.			Extremely helpful team member. Able to identify the need to involve other health care professionals. Facilitates discharge planning and other transitions of care.		

COMMENTS: Please describe the student's strengths, weakness, and provide specific examples whenever possible. Also please try to include at least one specific "next step" for the student to work on.
