

# MARSHALL UNIVERSITY MEDICAL CENTER

## FACULTY EVALUATION OF STUDENT PERFORMANCE

<b>Student Photo</b>	<b>MUSOM COURSE # :</b>	<b>PRECEPTOR/ATTENDING NAME:</b>	<b>PLEASE RETURN THIS FORM TO:</b> Nancy Webb, Registrar 1600 Medical Center Drive, Ste. 3415 Huntington, WV 25701 PHONE: (304) 691-1731 FAX: (304) 691-1740
	<b>COURSE DESCRIPTION:</b>		
	<b>DATES:</b>		
	<b>NUMBER OF DAYS MISSED:</b> <b>REASON (S):</b>		
<b>STUDENT NAME</b>			

**I ATTEST THAT I HAVE HAD NO PROVIDER RELATIONSHIP WITH THIS STUDENT**  
**DOES THIS STUDENT PASS PROFESSIONALISM?**  YES  NO **IF NO, STOP HERE, AND DO NOT COMPLETE EVALUATION**

**PLEASE COMMENT ON THE STUDENT'S PERFORMANCE NOTING STRENGTHS AND WEAKNESSES:** \_\_\_\_\_  
 \_\_\_\_\_

**Are there any aspects of this student's performance that suggest a need for special attention?**  YES  NO  MAYBE

**Degree of confidence in your estimate of the student:**  VERY CONFIDENT  FAIRLY CONFIDENT  NOT AT ALL CONFIDENT

	1	2	3	4	5
<b>PROFESSIONALISM</b>	Does not accept responsibility; inappropriate or immature behavior	Generally denies responsibility; frequently uses inappropriate or immature behavior;	Usually exhibits good judgment in personal and professional situations	Often exhibits good judgment and maturity.	Exceptional professional conduct; demonstrates maturity, excellent judgment
<b>SELF DIRECTED LEARNING/ LEARNING ATTITUDE</b>	Does not exhibit motivation, shows little evidence of independent work	Frequently does not explore independent learning opportunities	Conscientious worker who is receptive to teaching and feedback	Often shows interest in independent learning opportunities and feedback	Exceptionally hard worker who maximizes learning opportunities
<b>INTERACTIONS WITH PATIENTS</b>	Relationships are often distant, strained or dysfunctional	Relationships are cool or awkward	Usually forms constructive, professional relationships	Conveys exceptional warmth and understanding	Skillfully uses rapport for therapeutic gain
<b>BASIC CLINICAL KNOWLEDGE</b>	Major deficiencies in many areas	Generally adequate with minor deficiencies in important areas	Generally appropriate to student level	Generally above average depth in important areas	Outstanding
<b>CLINICAL REASONING SKILLS</b>	Usually illogical or impractical	Frequently illogical or impractical	Usually logical and practical	Almost always logical & practical	Frequent astute insights
<b>HISTORY TAKING SKILLS</b>	Often misses major important findings	Frequently misses relevant data or obtains inaccurate information	Usually elicits most relevant data; almost always accurate	Almost always elicits all relevant clinical data; always accurate	Elicits data efficiently and in great depth, when appropriate
<b>PHYSICAL EXAMINATION SKILLS</b>	Often misses major important findings	Frequently misses or makes inaccurate findings	Usually identifies findings accurately	Almost always identifies important findings with accuracy	Often discovers subtle physical findings
<b>DIAGNOSTIC DECISION-MAKING SKILLS</b>	Often does not identify major patient problems; Differential diagnosis skills are poor	Frequently identifies major patient problems; Differential diagnosis skills are adequate	Usually identifies major patient problems; Differential diagnosis skills are appropriate to level	Often reveals exceptional insight; Differential diagnosis skills are above average	Often reveals exceptional insight; Differential diagnosis skills are excellent

**OVERALL EVALUATION - Please circle:**    **A**   **B**   **C**   **P**   **F**

\_\_\_\_\_  
**Faculty Signature**

\_\_\_\_\_  
**Date**