

DEPARTMENT OF EMERGENCY MEDICINE - OREGON HEALTH & SCIENCE UNIVERSITY
Medical Student Performance Feedback

STUDENT: _____

DATE: _____

		Performs above expected level	Performs at expected level	Performs below expected level	N/A
Communication	<i>Student-Preceptor</i>	Presentations are always clear, concise, and accurate	Communication is generally organized and occasionally succinct.	Communication regarding patient lacks focus, is disorganized, or incomplete.	
	<i>Student-patient/family (PPPD1, ICS1)</i>	Communicates clearly and respectfully. Is responsive to diverse patient populations (age/culture/socioeconomic status/sexual orientation)	Comfortable speaking with patients and their families. May avoid asking challenging questions or have difficulty informing patients.	Awkward interactions with patients and/or family members.	
Patient Care and Procedures and Medical Knowledge	<i>Ability to gather patient-related data (PCP1)</i>	Gathers complete information and filters it efficiently, uses outside sources when needed.	Gathers complete information from available sources and all findings are reproducible.	Incomplete information gathered and findings are inconsistent with preceptor's findings	
	<i>Ability to apply medical knowledge in patient care (PCP2/3)</i>	Applies disease specific pathophysiology. Has some form of EM-specific knowledge.	Recalls core principles and can apply them to common diseases.	Can recall most core principles but lacks depth and has limited application of knowledge.	
	<i>Independent decision making and problem solving (MK1/2/3, PCP3/4)</i>	Synthesizes information into a differential diagnosis that reflects the individual patient. Proposes a reasonable management plan.	Establishes a complete, but not prioritized, differential diagnosis and parts of a management plan.	Difficulty identifying major clinical problems and inefficient managing information.	
	<i>Technical skills (PCP 6)</i>	Outstanding technical ability, knows the risks associated with the procedure, prioritizes patient comfort.	Satisfactory basic skills, teachable, minimizes patient discomfort and risk.	Inappropriate technique, carelessness, unaware of one's limited ability.	
Professionalism and System-based practice	<i>General professionalism (SBPIC4/5)</i>	Always respectfully engages with faculty, peers, careteam. Fosters a climate of mutual respect, integrity, dignity, and trust.	Demonstrates respectful interactions with other healthcare professionals and patients. Actively engaged.	Is not always respectful of patients, peers, other healthcare professionals. Lacks engagement.	
	<i>Truthfulness (PPPD10)</i>	Communicates honestly and directly. Maintains a culture of integrity and dignity.	Respects other's opinions. Displays honest behavior. Has no apparent issues.	Lacks consistency in providing accurate information.	
	<i>Conscientiousness/preparation (SBPIC3)</i>	Well-prepared. Stimulates the learning process. Poses relevant questions after synthesizing knowledge.	Punctual, dependable, usually follows through with tasks. Able to incorporate feedback. Contributes to discussions.	Needs prodding to complete tasks, does not appear motivated or engaged.	
	<i>Discernment (awareness of limits of knowledge, skills, attitudes; PPPD8/11)</i>	Aware of and willingness to accept one's limitations. Is able to cope with uncertainty when analyzing medical situations.	Aware of one's limitations and seeks help when needed.	Not aware of limits to one's clinical knowledge or skills. May place blame externally.	

Strengths:

Weaknesses:

EVALUATOR (SIGNATURE): _____ EVALUATOR (PRINT): _____

Instructions: Please sign and return completed form to the Student Feedback dropbox in the ED, or to Kim Regner (regner@ohsu.edu) or Dr. Anna Nelson (nelsoann@ohsu.edu), or CDW-EM (campus mail, Attn: Regner/Nelson), or fax 503-494-8237.