

# Resident's Evaluation of Medical Student

Student Name: \_\_\_\_\_ Resident: \_\_\_\_\_  
 School: \_\_\_\_\_ Date: \_\_\_\_\_  
 MS: \_\_\_\_\_

1. Basic Clinical Knowledge				Not Applicable	Not Observed		
<input type="checkbox"/>	Major deficits in fund of basic science and clinical knowledge; unable to apply knowledge in clinical settings.	<input type="checkbox"/>	Shows minimal amount of knowledge related to patient problems; minor treatment plans.	<input type="checkbox"/>	Exhibits sufficient fund of basic knowledge; able to apply knowledge in clinical situations. Growth in knowledge base evident during rotation.	<input type="checkbox"/>	Exceptional basic science and clinical knowledge base. Clinically astute in application of knowledge of normal body functions, pathological conditions, treatment protocols, diagnostic findings; lab and x-ray findings.
2. Clinical Problem Solving				Not Applicable	Not Observed		
<input type="checkbox"/>	Does not recognize common disease patterns. Unable to formulate differential diagnosis and/or appropriate management plan.	<input type="checkbox"/>	Often limited in ability to integrate history, physical exam and laboratory data into assessment and plan.	<input type="checkbox"/>	Uses history, physical and lab data to identify differential diagnoses. Evaluation and management plans are appropriate and focused.	<input type="checkbox"/>	Develops comprehensive diagnostic and management plans based on history, physical and lab data. Sensitive to issues of cost and efficiency.
3. History & Physical Examination Skills				Not Applicable	Not Observed		
<input type="checkbox"/>	History and physical exam is incomplete and unfocused. Poor inquiry skills; misses essential information. Often misses important physical findings.	<input type="checkbox"/>	Obtains basic history and physical exam, but poorly focused and occasionally missing data.	<input type="checkbox"/>	History is thorough, systematic. Physical exam is adequate and correlates with history. Student usually identifies findings accurately.	<input type="checkbox"/>	Superior histories that are consistently precise, well-organized. Performs complete physical effectively. Recognizes subtle findings and abnormalities.
4. Psychomotor Clinical Skills				Not Applicable	Not Observed		
<input type="checkbox"/>	Does not understand indications for, or techniques of most procedures. Possesses poor manual dexterity.	<input type="checkbox"/>	Knows indicators of procedures and tests, but cannot perform them.	<input type="checkbox"/>	Understands indicators for tests and procedures, and can perform them adequately.	<input type="checkbox"/>	Exceptional familiarity with the use of equipment. Superb procedural skills. Excellent manual dexterity.
5. Interpersonal and Psychosocial				Not Applicable	Not Observed		
<input type="checkbox"/>	Interpersonal skills are deficient. Fails to establish rapport with patients, physicians, and staff. Lacks knowledge of family dynamics and psychosocial influences on health.	<input type="checkbox"/>	Relationships with patients, physicians and staff are cool and awkward. Limited knowledge of family dynamics and psychosocial influences on health.	<input type="checkbox"/>	Establishes good rapport with patients, physicians and staff. Cooperative and collegial. Usually exhibits knowledge of family dynamics and psychosocial influences on health.	<input type="checkbox"/>	Outstanding rapport with patients, physicians and staff. Shows empathy, compassion, respect. Thorough knowledge of family dynamics and psychosocial influences on health.
6. Motivation Towards Learning				Not Applicable	Not Observed		
<input type="checkbox"/>	Not well-motivated. Fails or refuses to read, study, or investigate independently. Lacks initiative. Unassertive in case management.	<input type="checkbox"/>	Reads only when asked and uses inappropriate sources. Rarely assertive in case management. Seldom discusses independent readings with preceptor.	<input type="checkbox"/>	Does assigned and independent readings appropriately. Contributes to case discussion and shows initiative. Discusses independent readings with preceptor.	<input type="checkbox"/>	Reads extensively, communicates findings, knows current literature. Appropriately assertive in case management. Actively applies new knowledge.

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## 7. Reliability

Not Applicable

Not Observed

Unreliable and shirks responsibility. Maintains inaccurate and poorly organized records. Fails to seek assistance when needed.

Sometimes late, must be directed to complete tasks. Maintains incomplete records. Sometimes seeks assistance when appropriate.

Works hard and is dependable. Completes assignments. Reliable in follow-ups. Maintains accurate and well-organized records. Seeks assistance when appropriate.

Acts consistently in a dependable manner. Seeks and efficiently completes assignments. Always keeps accurate and well-organized records. Performs above and beyond expectations. Always seeks assistance as needed.

## 8. Professional Characteristics

Not Applicable

Not Observed

Major concerns about appearance, demeanor, professional integrity, and/or emotional stability.

Minor concerns about appearance, demeanor, professional integrity, and/or emotional stability.

Usually appropriate in appearance. Demonstrates integrity, appropriate demeanor, and emotional stability.

Professional appearance, demeanor, integrity, and emotional stability are exemplary.

## 9. Use of Osteopathic Principles & Practice

Not Applicable

Not Observed

Routinely ignores structural and palpatory evaluation.

Structural and palpatory evaluation seldom performed or only after prompting.

Structural and palpatory evaluation performed and reported most of the time.

Student demonstrates thorough understanding and application of osteopathic theory and techniques. Frequently initiates OMM and utilizes it appropriately.

### COMMENTS (Required)

Describe strengths observed: \_\_\_\_\_  
 \_\_\_\_\_

Please describe areas needed for improvement: \_\_\_\_\_  
 \_\_\_\_\_

Other Comments: \_\_\_\_\_  
 \_\_\_\_\_

### How would you rate this student?:

Exhibits many qualities we are looking for; would make an excellent contribution to our program.

Exhibits some qualities we are looking for; has the potential to contribute positively to our program.

Does not exhibit the qualities we are looking for; would not contribute to our program.