**MARSHALL UNIVERSITY MEDICAL CENTER**

**FACULTY EVALUATION OF STUDENT PERFORMANCE**

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| **STUDENT NAME** | **MUSOM Course # :** | **Preceptor/Attending Name:** | **PLEASE RETURN THIS FORM TO:**  **Michelle Ruppert, Registrar**  **1600 Medical Center Drive, Ste. 3415**  **Huntington, WV 25701**  **PHONE: (304) 691-1731**  **Email:** [**morton9@marshall.edu**](mailto:morton9@marshall.edu) |
| **Course Description:** |
| **DATES:** | **LOCATION**: |
| **NUMBER OF DAYS MISSED:**  **REASON (S):** |

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**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**

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| **PROFESSIONALISM** | 1  Does not accept responsibility;  inappropriate or immature  behavior | 2  Generally denies responsibility;  frequently uses inappropriate or  immature behavior; | 3  Usually exhibits good judgment in  personal and professional  situations | 4  Often exhibits good judgment and  maturity. | 5  Exceptional professional  conduct; demonstrates  maturity, excellent judgment |
| **SELF DIRECTED**  **LEARNING/**  **LEARNING ATTITUDE** | 1  Does not exhibit motivation,  shows little evidence of  independent work | 2  Frequently does not explore  independent learning  opportunities | 3  Conscientious worker who is  receptive to teaching and  feedback | 4  Often shows interest in  independent learning  opportunities and feedback | 5  Exceptionally hard worker who maximizes learning  opportunities |
| **INTERACTIONS WITH PATIENTS** | 1  Relationships are often distant, strained or dysfunctional | 2  Relationships are cool or awkward | 3  Usually forms constructive, professional relationships | 4  Conveys exceptional warmth and understanding | 5  Skillfully uses rapport for therapeutic gain |

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| **BASIC CLINICAL KNOWLEDGE** | 1  Major deficiencies in many areas | 2  Generally adequate with minor deficiencies in important areas | 3  Generally appropriate to student level | 4  Generally above average depth in important areas | 5  Outstanding |

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| **CLINICAL REASONING SKILLS** | 1  Usually illogical or impractical | 2  Frequently illogical or impractical | 3  Usually logical and practical | 4  Almost always logical & practical | 5  Frequent astute insights |

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| **HISTORY TAKING SKILLS** | 1  Often misses major important findings | 2  Frequently misses relevant data or obtains inaccurate information | 3  Usually elicits most relevant data; almost always accurate | 4  Almost always elicits all relevant clinical data; always accurate | 5  Elicits data efficiently and in great depth, when appropriate |

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| **PHYSICAL EXAMINATION SKILLS** | 1  Often misses major important findings | 2  Frequently misses or makes inaccurate findings | 3  Usually identifies findings accurately | 4  Almost always identifies important findings with accuracy | 5  Often discovers subtle physical findings |

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| **DIAGNOSTIC DECISION-MAKING SKILLS** | 1  Often does not identify major patient problems; Differential diagnosis skills are poor | 2  Frequently identifies major patient problems; Differential diagnosis skills are adequate | 3  Usually identifies major patient problems; Differential diagnosis skills are appropriate to level | 4  Often reveals exceptional insight; Differential diagnosis skills are above average | 5  Often reveals exceptional insight; Differential diagnosis skills are excellent |

***OVERALL EVALUATION* - Please circle: Pass Fail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Signature Date**