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

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

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

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

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

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

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

 **Faculty Signature Date**