**MARSHALL UNIVERSITY MEDICAL CENTER**

**FACULTY EVALUATION OF STUDENT PERFORMANCE**

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<tr>
<th>STUDENT NAME</th>
<th>MUSOM COURSE #</th>
<th>PRECEPTOR/ATTENDING NAME</th>
<th>PLEASE RETURN THIS FORM TO:</th>
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<th>1600 Medical Center Drive, Ste. 3420</th>
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<td>Huntington, WV 25701</td>
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<td>PHONE: (304) 691-8592</td>
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<td>FAX: (304) 691-1740</td>
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<td>Email: <a href="mailto:MUSOMRegistrar@marshall.edu">MUSOMRegistrar@marshall.edu</a></td>
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**COURSE DESCRIPTION:**

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<th>DATES:</th>
<th>LOCATION:</th>
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**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:

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

**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

**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

**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

**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

**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

**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