

Inpatient Subinternship Evaluation

STUDENT NAME: _____ DATES: _____ SITE: _____

Clinical Knowledge - Not Observed

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| <input type="checkbox"/> Understanding of basic concepts marginal – below expected level | <input type="checkbox"/> Clinical knowledge appropriate to level of training – understands basic pathophysiology & common/simple disease states | <input type="checkbox"/> Demonstrates knowledge of more complex disease states, complex physiology & treatments | <input type="checkbox"/> Thorough knowledge of complex issues/uncommon illnesses including being up to date on current literature | <input type="checkbox"/> Student is able to apply a thorough knowledge of complex issues and the most up to date literature to patient care |
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Communication Skills – Presentations on Rounds - Not Observed

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| <input type="checkbox"/> Presentations orderly, accurate but with some omissions | <input type="checkbox"/> Presentations accurate, orderly, contain all the basic information – appropriate to level of training | <input type="checkbox"/> Presentations more concise, articulate with emphasis on important issues/data. Knows all lab/radiology data | <input type="checkbox"/> Presentations concise, articulate & demonstrate a high level of insight/synthesis – minimal to no use of notes |
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Communication Skills – Interacting with Patients and Families - Not Observed

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| <input type="checkbox"/> Occasionally inattentive, sometimes uses terms the patient/family cannot understand | <input type="checkbox"/> Develops rapport with patient & immediate family, avoids medical jargon, appreciates nonverbal cues, can deal with most day to day patient/family interactions | <input type="checkbox"/> Willing to deal with more difficult situations & can do so with little input from supervisors | <input type="checkbox"/> Outstanding rapport with patient & entire family – actively seeks to handle difficult situations/topics – relates to & engages all family members | <input type="checkbox"/> Aware of family concerns and is the team representative to the patient and patient’s family. |
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Patient Care – Histories and Physicals - Not Observed

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| <input type="checkbox"/> H&Ps organized but contain some omissions | <input type="checkbox"/> H&Ps organized, accurate, all major issues/findings are identified | <input type="checkbox"/> H&Ps organized, accurate, complete & include appropriate focused historical data & physical examinations which demonstrate knowledge of an appropriate differential diagnosis | <input type="checkbox"/> H&Ps include even subtle findings & the HPIs & exams clearly demonstrate knowledge of prioritized differential diagnoses for the issues at hand | <input type="checkbox"/> H&P guides the reader in its organization, efficiency and precision. |
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Patient Care – Call Responsibility - Not Observed

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| <input type="checkbox"/> occasionally takes call; meets minimal responsibilities while on call | <input type="checkbox"/> attentive during call nights; is proactive with evaluation and order writing of new admissions | <input type="checkbox"/> an asset to the team while on call; takes ownership for new admissions and helps with cross-cover of patients | <input type="checkbox"/> Anticipates the needs of new admits and cross-cover of patients while on call. Needs minimal guidance; task completion is ideal for an intern |
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Patient Care – Laboratory and Radiologic Data Interpretation - Not Observed

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| <input type="checkbox"/> Marginal interpretation of data with problems relating data to patients | <input type="checkbox"/> Interprets basic data & able to relate data to patients | <input type="checkbox"/> Independently seeks out data, consistently offers interpretation & suggests further workup | <input type="checkbox"/> Demonstrates understanding of subtle findings within lab/radiologic data & able to relate different data into a unified hypothesis | <input type="checkbox"/> Integrates understanding of labs/radiology into an effective management plan for patients prior to decision making by the team. |
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Patient Care – Basic Procedures (IV, Foley, NG, LP, ABG, Suture Laceration)

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| <input type="checkbox"/> Is inept with most basic procedures, avoids performing | <input type="checkbox"/> Performs when instructed, needs improvement | <input type="checkbox"/> Volunteers to do, is proficient & can do independently | <input type="checkbox"/> Volunteers to do, is proficient, can do independently, demonstrates knowledge of indications & contraindications of procedures | <input type="checkbox"/> Volunteers to do, is proficient, can do independently, demonstrates knowledge of indications & contraindications of procedures, & volunteers to teach others | <input type="checkbox"/> Not Observed |
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Inpatient Subinternship Evaluation

Patient Care – Overall Patient Care Activities - Not Observed

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| <input type="checkbox"/> Follows management plans outlined by team, reliable to do what is instructed, but minimal self initiative | <input type="checkbox"/> Takes appropriate initiative, follows up, is always reliable, helps others | <input type="checkbox"/> Seeks added responsibility, consistently suggests diagnostic/therapeutic plans | <input type="checkbox"/> Acts independently, families refer to student as “their doctor,” takes full responsibility for patients |
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Practice Based Improvement - Not Observed

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| <input type="checkbox"/> Reads some, but not enough, reading too superficial, reads only what is prescribed | <input type="checkbox"/> Reads independently, daily is able to describe what was learned from prior day’s reading, occasionally uses multiple sources | <input type="checkbox"/> Reads extensively & reading is goal directed & self motivated – consistently shares new knowledge with team | <input type="checkbox"/> More consistently uses multiple sources including some primary literature & able to describe the data/conclusions of those sources |
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Social & Community Context of Health Care – Utilization of Ancillary Health Care Services (AHCS) - Not Observed

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| <input type="checkbox"/> Utilizes AHCS only when told & does not independently interact with AHCS personnel | <input type="checkbox"/> Appropriately utilizes AHCS, able to independently interact with them | <input type="checkbox"/> Independently seeks out/recommends/utilizes AHCS for assigned patients | <input type="checkbox"/> Anticipates both immediate & more long term needs of patients in seeking out AHCS | <input type="checkbox"/> Constructs useful, timely discharge summaries and anticipates both immediate & long term needs of patients |
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Professionalism - Not Observed

Students should possess the following characteristics:

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| <input type="checkbox"/> be respectful | <input type="checkbox"/> properly groomed/dressed | <input type="checkbox"/> punctual | <input type="checkbox"/> conscientious | <input type="checkbox"/> honest |
| <input type="checkbox"/> compassionate | <input type="checkbox"/> considerate of others | <input type="checkbox"/> reliable | <input type="checkbox"/> appropriately motivated | |

If there is a concern about any of the above for this student, please check the character and briefly describe the concern. If there are any characteristics for which this student excels, please describe them so they can be included in the student’s summative evaluation.

You must construct a narrative/summative evaluation for the student. Include & explain any of above competencies for which the student is below or above expectations.

Faculty Signature (ATTENDING 1)	Faculty Signature (RESIDENT 1)	Student Signature
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Faculty Signature (ATTENDING 2)	Faculty Signature (RESIDENT 2)	Date
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Please return this evaluation to Debi Kurcab in the Dept. of Medicine, room 7611A, or fax to 708-216-0559