**UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE – NEUROLOGY ELECTIVE: Peds**

Student Name:

Instructor:

Site: SCH

Dept/Course #: NEURL 687

Course Dates:

Final Grade (For main office use only):

**Instructions:** In the SCORE box please type in a number 0-4 for each question.

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| --- | --- | --- | --- | --- | --- |
| **PATIENT CARE** | | | | | **SCORE** |
| **Obtains a complete and accurate medical history** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Obtains a basic medical history but often misses key information | 2 = Often obtains a complete and accurate medical history | 3 = Consistently obtains a complete and accurate medical history | 4 = Excels at obtaining a complete and accurate medical history |
| **Performs a physical examination appropriate for the clinical scenario and setting** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Basic clinical skills but often misses important findings, or does not use correct technique | 2 = Often discovers physical findings and uses correct technique | 3 = Consistently discovers relevant physical findings, is thorough, and uses the correct technique | 4 = Excels in detecting subtle physical findings, is thorough, and uses correct technique |
| **Develops a differential diagnosis and provides supportive, clinical rationale** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Differential diagnosis is frequently limited in scope or incorrect | 2 = Able to generate a differential diagnosis and to provide some clinical rationale | 3 = Consistently develops a differential diagnosis supported by sound clinical reasoning | 4 = Excels in developing a prioritized differential diagnosis supported by advanced clinical reasoning |
| **Formulates evidence-based therapeutic approaches to patients with common diagnoses** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Has a difficulty offering a management plan even with prompting or guidance | 2 = Able to offer an initial management plan, sometimes requiring prompting | 3 = Consistently offers a management plan | 4 = Excels at offering a management plan |
| **Demonstrates the ability to interpret screening and diagnostic tests** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Has difficulty interpreting screening and diagnostic tests even with prompting | 2 = Able to interpret screening and diagnostic tests, sometimes requiring prompting | 3 = Consistently able to interpret screening and diagnostic tests | 4 = Excels at interpreting screening and diagnostic tests |
| **Explains and performs procedures relevant to clinical care** | | | | | **0** |
| 0 = Insufficient contact or cannot comment | 1 = Inadequately prepared for and has difficulty in explaining or performing general procedures | 2 = Able to prepare for, explain, and perform general procedures, sometimes requiring prompting | 3 = Consistently prepared for and consistently able to explain and perform general procedures | 4 = Well prepared for and excels at explaining and performing general procedures |
| **KNOWLEDGE FOR PRACTICE** | | | | | **SCORE** |
| **Demonstrates a knowledge of established and emerging scientific principles and applies this knowledge to clinical care** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Unable to demonstrate and/or apply basic knowledge of scientific principles to clinical care | 2 = Demonstrates and applies basic knowledge of scientific principles to clinical care | 3 = Consistently demonstrates and applies in-depth knowledge of scientific principles to clinical care | 4 = Excels at demonstrating and applying in-depth knowledge to clinical care |
| **INTERPERSONAL AND COMMUNICATION SKILLS** | | | | | |
| **Produces patient documentation that is clear, thorough, organized, and accurate** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Patient documentation is incomplete, disorganized, and often inaccurate | 2 = Patient documentation is generally clear, complete, organized, and accurate | 3 = Consistently produces patient documentation that is clear, thorough, organized, and accurate | 4 = Excels at producing patient documentation that is clear, thorough, well-organized, and accurate |
| **Delivers oral presentations that are clear, organized, accurate, and context-appropriate** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Delivers oral presentations that are incomplete, disorganized, and often inaccurate | 2 = Delivers oral presentations that are generally complete, organized, accurate, and context-appropriate | 3 = Consistently delivers oral presentations that are complete, organized, accurate, and context-appropriate | 4 = Excels at delivering oral presentations that are complete, concise, well-organized, accurate, and context-appropriate |
| **Communicates clearly, effectively, and compassionately with patients from a broad range of backgrounds** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Unable to modify approach to communicate effectively with patients from different backgrounds | 2 = Able to modify approach with direction to communicate effectively with patients from different backgrounds | 3 = Consistently able to modify approach to communicate effectively with patients from different backgrounds | 4 = Excels at communicating effectively in a clear and compassionate manner with patients from different backgrounds |
| **SYSTEM-BASED PRACTICE** | | | | | |
| **Coordinates patient care within the healthcare system** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Unable to coordinate patient care within the healthcare system | 2 = Generally able to coordinate care within the healthcare system | 3 = Consistently able to coordinate care within the healthcare system | 4 = Excels at coordinating care within the healthcare system |
| **PRACTICE-BASED LEARNING** | | | | | |
| **Identifies and performs learning activities to address gaps in knowledge, skills, and attitudes** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Unable to identify or address knowledge, skills, and attitude gaps | 2 = Identifies and addresses knowledge, skills, and attitude gaps with prompting | 3 = Consistently identifies and addresses knowledge, skills, and attitude gaps | 4 = Excels at identifying and addressing knowledge, skills, and attitude gaps |
| **INTERPROFESSIONAL COLLABORATION** | | | | | |
| **Communicates and works effectively with other healthcare professionals as a member of the team** | | | | |  |
| 0 = Insufficient contact or cannot comment | 1 = Unable to function as an integral member of the team | 2 = Able to function as an integral member of the team | 3 = Consistently communicates and works effectively with other healthcare professionals as a member of the team | 4 = Excels at communicating and working effectively with other healthcare professionals as a member of the team |
| **Is there a concern about Clinical Performance? Mark “X” in the box if Yes and describe the concern below:** | | | | |  |
| **Comments:** | | | | | |
| **Did the student demonstrate professionalism? (Yes/No)** | | | | |  |
| **Required Feedback Comments: Provide descriptive feedback for student on areas needing improvement. (Not for use in the Dean’s MSPE unless there is a pattern across clerkships)** | | | | | |
|  | | | | | |
| **Required Summary of Performance: Provide summary of overall performance based on clerkship’s objectives and the student’s achievement in all areas of evaluation. (Comments for use in the Dean’s MSPE).** | | | | | |
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