

Mid-Rotation Feedback Suggestions

Oral Presentations: Does the student include only relevant facts? Is it clear and concise? Is it complete and organized? Is the student's rationale included in the presentation?

History Taking: Is the history-taking organized? It is thorough, but pertinent? Does the history pertain to the chief complaint?

Physical Exam: Is the physical exam technically correct, efficient, and thorough? Is the physical exam focused given the chief complaint?

Procedural skills: Does the student identify indications and contraindications for procedures? How would you assess the student's technical skills in procedures common to your practice? Does the student understand obtaining informed consent for procedure common to your practice?

Differential Diagnoses: Is the differential diagnosis broad? Is the student able to compare and contrast the different diagnoses on the differential list and narrow it to 1 or 2 most likely diagnoses?

Data Interpretation/Diagnostic Reasoning: Can the student interpret common diagnostic and laboratory tests in your practice? Does the student consider cost and efficiency when recommending a diagnostic plan?

Management Plans: Does the student recommend treatment plans consistent with commonly accepted guidelines? Does the student recognize the need for urgent intervention/treatment? Does the student monitor and follow through appropriately?

Interdisciplinary communication: Does the student behave in a professional manner with other disciplines while caring for patients? Does the student have clear, effective communication with other team members while caring for patients? Does the student demonstrate effective presentation / communication skills when speaking with consultants?

Communication with patients: Does the student provide compassionate, effective, clear communication with patients and families? Can the student provide effective and relevant patient education to patients and families? Can the student engage patients in the shared decision-making process?

Professionalism: Is the student positive, responsible, and professional? Does the student conduct himself/herself in a manner consistent with our profession? Does the student actively seek and accept feedback? Does the student incorporate feedback into his or her performance to improve as a medical student?

Self-Directed Learning: Does the student utilize appropriate resources, including point of care resources, to care for patients? Is the student self-motivated to learn about conditions encountered while on rotation?

Evidence-Based Medicine: Does the student demonstrate the ability to research a clinical question in order to formulate an evidence-based plan when caring for patients? Does the student demonstrate the ability to critically appraise medical literature?

Documentation: Does the student accurately document a HPI, physical exam, past medical/social/surgical/family history, and assessment/plan? Does the student effectively manage the patient's problem list? Does the student effectively utilize the electronic health record to track chronic disease management and preventative health measures?