



THIS FORM IS A PREVIEW ONLY!

**Select the competence level for each area using the following scale:**

5 = High above expected level of competence and is reserved for the truly exceptional student.

4 = Above expected level of competence and is given to exemplary students.

3 = At expected level of competence and is awarded to good students who perform well.

2 = Below expected level of competence and is given to students who need to improve.

1 = Well below expected level of competence and is reserved for students requiring remediation.

N/O = Competency was Not Observed

Please note that any comments regarding performance should be entered in Summary Comments at the end of the evaluation.

**Patient Care** (please consider the objectives below)

Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice

Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests

Organize and prioritize responsibilities to provide care that is safe, effective, and efficient

Interpret laboratory data, imaging studies, and other tests required for the area of practice

Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment

Develop and carry out patient management plans

Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making

Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes

Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health

Provide appropriate role modeling

Perform supervisory responsibilities commensurate with one's roles, abilities, and qualifications

(Question 1 of 15 - Mandatory)

Patient Care	5	4	3	2	1	N/O
Overall Level of Competence (Mandatory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Knowledge for Practice** (please consider the objectives below)

Demonstrate an investigatory and analytic approach to clinical situations

Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations

Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care

Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations

Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care

Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices

(Question 2 of 15 - Mandatory)

Knowledge for Practice	5	4	3	2	1	N/O
Overall Level of Competence (Mandatory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Practice Based Learning and Improvement** *(please consider the objectives below)*

Identify strengths, deficiencies, and limits in one's knowledge and expertise

Set learning and improvement goals

Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes

Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement

Incorporate feedback into daily practice

Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems

Use information technology to optimize learning

Participate in the education of patients, families, students, trainees, peers and other health professionals

Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care

Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

*(Question 3 of 15 - Mandatory)*

Practice Based Learning and Improvement	5	4	3	2	1	N/O
Overall Level of Competence <i>(Mandatory)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Interpersonal and Communication Skills** *(please consider the objectives below)*

Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds

Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies

Work effectively with others as a member or leader of a health care team or other professional group

Act in a consultative role to other health professionals

Maintain comprehensive, timely, and legible medical records

Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics

Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

*(Question 4 of 15 - Mandatory)*

Interpersonal and Communication Skills	5	4	3	2	1	N/O
Overall Level of Competence <i>(Mandatory)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Professionalism** (please consider the objectives below)

Demonstrate compassion, integrity, and respect for others

Demonstrate responsiveness to patient needs that supersedes self-interest

Demonstrate respect for patient privacy and autonomy

Demonstrate accountability to patients, society, and the profession

Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation

Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

(Question 5 of 15 - Mandatory )

Professionalism	5	4	3	2	1	N/O
Overall Level of Competence (Mandatory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Systems-Based Practice** (please consider the objectives below)

Work effectively in various health care delivery settings and systems relevant to the current clerkship/elective/sub-I

Coordinate patient care within the health care system relevant to the current clerkship/elective/sub-I

Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care

Advocate for quality patient care and optimal patient care systems

Participate in identifying system errors and implementing potential systems solutions

Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications

(Question 6 of 15 - Mandatory )

Systems-Based Practice	5	4	3	2	1	N/O
Overall Level of Competence (Mandatory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Interprofessional Collaboration** (please consider the objectives below)

Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust

Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served

Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations

Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

(Question 7 of 15 - Mandatory )

Interprofessional Collaboration	5	4	3	2	1	N/O
Overall Level of Competence (Mandatory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Personal and Professional Development** (please consider the objectives below)

Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors

Demonstrate healthy coping mechanisms to respond to stress

Manage conflict between personal and professional responsibilities

Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior

Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients

Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system

Demonstrate self-confidence that puts patients, families, and members of the health care team at ease

Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

(Question 8 of 15 - Mandatory)

Personal and Professional Development	5	4	3	2	1	N/O
Overall Level of Competence (Mandatory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Additional graded activities:** (Question 9 of 15)

(ie: presentations, clinical observations, OSCE, etc.)

**Attendance**

(Question 10 of 15)

Excused	<input type="text"/>
Unexcused	<input type="text"/>

**Summative Evaluation (Mandatory):** (For inclusion in the MSPE, at least 3 substantive sentences which describe student performance during the course. Feedback should also include any comments related to the section competencies above.) (Question 11 of 15 - Mandatory)

**Areas of concern/Opportunities for improvement:** (i.e.: Concerns about student performance that do not rise to the level of inclusion into the Summative Evaluation. Comments may be included in the MSPE if identified problems are pervasive.) (Question 12 of 15)

**Mid-Clerkship Feedback provided to student: (Mandatory)**

(Question 13 of 15 - Mandatory)

Yes  No

**Evaluation discussed with student: (Mandatory)** (Question 14 of 15 - Mandatory)

Yes  No

**Final Grade:** *(Mandatory)* (Question 15 of 15 - Mandatory )

*(UMB SOM Grade System: Honors, A, A-, B+, B, B-, C+, C, C-, D, F, Incomplete)*

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

[Save For Later](#)   [Submit](#)