

Q1. Student: please complete this section before handing to evaluator.

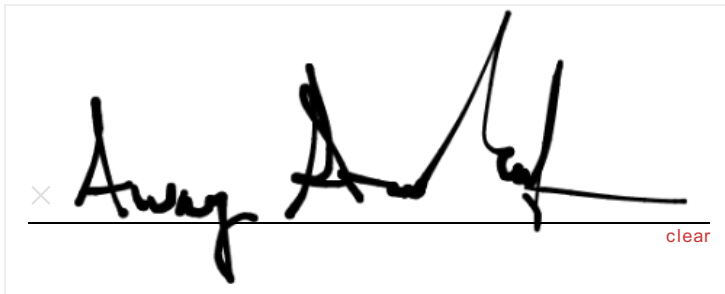
Q2. Identification:

First Name	Away
Last Name	Student
Student ID #	000000
Student Email Address	your.email.address.here@gmail.com
Date (MM/DD/YYYY)	03/23/2018
Name of Evaluator	Dr. Melanie Randall

Q3. Which shift did you just complete?

- Adult - Day 1: 6AM - 2PM
- Adult - Day 2: 11AM - 7PM
- Adult - Aft: 2PM - 10PM
- Adult - Swing: 7PM - 3AM
- Adult - Night: 10PM - 6AM
- Pediatrics: 7AM - 3PM
- Pediatrics: 3PM - 11PM
- Pediatrics: 10PM - 6AM (overnight)
- Other

Q4. Student Signature



A handwritten signature in black ink on a white background. The signature is written in a cursive style and appears to read "Away Student". There is a small "x" icon in the top left corner and a "clear" button in the bottom right corner of the signature area.

Q5. Student: please click next and hand the device to the evaluator

Q24. Student being evaluated:

Student, Away

Student ID: 000000

Evaluator: Dr. Melanie Randall

Q6. Patient Care

Student must be able to provide care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health in the context of whole person care.

	Critical deficiency	Below expectation	Meets expectation	Above expectation	Outstanding
History taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Physical examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Oral presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Patient management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### Q7. Medical Knowledge

Student must demonstrate the ability to effectively source and validate medical information, possess an adequate foundation of basic science knowledge, and apply this knowledge and information to the care of patients using clinical reasoning and problem solving skills.

	Critical deficiency	Below expectation	Meets expectation	Above expectation	Outstanding
Foundational knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Decision-making-orders (tests, medications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Retrieval of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### Q8. Professionalism

Students must demonstrate professional behaviors, attitudes, and beliefs that allow patients, colleagues, members of the healthcare team and society to approach each physician encounter with an expectation of trustworthiness.

	Critical deficiency	Below expectation	Meets expectation	Above expectation	Outstanding
Personal attributes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Relational attributes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

### Q9. Systems-based practice

Students must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources, including interprofessional teams, in the system to provide optimal health care. (Systems may include case manager, social worker, consultants, EMS, etc.)

	Critical deficiency	Below expectation	Meets expectation	Above expectation	Outstanding
Systems resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Interprofessional	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q10. Practice-based learning and improvement

Students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.

	Critical deficiency	Below expectation	Meets expectation	Above expectation	Outstanding
Evidence-based medicine (EBM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### Q11. Interpersonal communication

Students must be able to demonstrate culturally sensitive interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and professional associates.

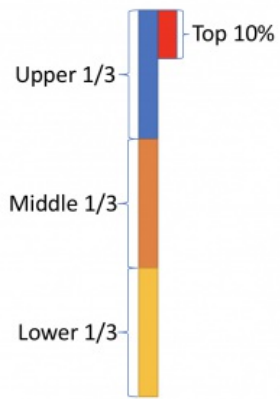
	Critical deficiency	Below expectation	Meets expectation	Above expectation	Outstanding
Information sharing with patients and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### Q12. Whole-person care

Through the student and application of whole person care, students will develop a knowledge of wholeness that can be applied to their personal and professional lives and the care of patients.

	No	Yes
Use of whole person care model	<input type="radio"/>	<input checked="" type="radio"/>

**Q13. Overall Clinical Evaluation**



- Top 10%
- Upper 1/3
- Middle 1/3
- Lower 1/3

**Q14. Discussed evaluation with the student**

- Yes
- No

**Q15. Formative Feedback (used for personal growth):**

Please continue to read up on your patients. Keep reading.

**Q16. Summative Feedback (used for the Dean's letter and/or SLOE):**

Student was involved and engaged with the management of a STEMI today. His attentiveness to the patient's needs sped up the patient's management and disposition. Great student.

**Q17. Evaluator's Signature**

× MR.  
clear