OHSU School of Medicine Midterm Formative Feedback

Student _____ **Course** _____ **Evaluator** _____

Dates of rotation: ___/___/___to ___/___/___ **Midterm feedback was reviewed with student :** ___/___/___

For evaluations submitted in non-electronic form:

Student signature_____ **Evaluator Signature**_____

This required mid-term evaluation will not be applied to calculated final grade, although specific areas of improvement may be considered by evaluator in subsequent evaluations. The primary purpose of this evaluation is to provide the student with formative feedback. Please submit signed evaluation in hard copy form to xxxxxxxxxxxxxxxxxxxxxxxxxxxx or return electronically with visible cc to student, so student's opportunity to review written version is confirmed.

Knowledge, Reasoning, and Problem Solving

(Pathophysiology, reasoning, methods)

Strategies for improvement

- ☐ Dedicate additional attention to selection of pertinent positive and negative findings
- ☐ Expand upon reasoning within differential diagnoses
- ☐ Increase independent learning through books, journals, or on-line resources
- ☐ Formally or informally share learning with team
- ☐ (other, or comments)

Clinical Skills

(History/ phys. exam/ mental status exam, procedures, presentations, communication)

Strategies for improvement

- ☐ Collect initial information and updates about assigned patients in a more timely or more comprehensive manner
- ☐ Physical examination or mental status examination should incorporate assessments that are uniquely relevant to clinical case, in addition to universal elements
- ☐ Tailor the length and detail of oral presentations to listener's level of need
- ☐ Make additional efforts to prioritize problems by acuity or importance
- ☐ Expand endeavor to educate the patient while obtaining clinical information
- ☐ (other, or comments)

Attitudes and Behavior

(Humanism, professionalism, collegiality)

Strategies for improvement

- ☐ Increase communication with team about personal schedule or activities, or personal goals for rotation
- ☐ Improve promptness for rounds or meetings
- ☐ Anticipate team needs/ increase service role within team
- ☐ Demonstrate more visible enthusiasm for learning
- ☐ Increase communication and rapport with non-MD staff
- ☐ More obviously vocalize or demonstrate compassion for patients
- ☐ Balance personal learning or performance opportunities with the needs of other learners
- ☐ (other, or comments)

One useful means of evaluating clinical skills for students of medicine is to identify at what level they process and utilize clinical information (known to medical educators as the "RIME" rating sequence.) For the student's own feedback, please select the role that they demonstrate in the RIME sequence that is most representative of their skills: ☐ **Reporter** ☐ **Interpreter** ☐ **Manager** ☐ **Educator**