

Criteria for Performance of Medical Students during Fourth Year Subinternship

	<i>Unsatisfactory</i>	<i>Marginal Pass</i>	<i>Average</i>	<i>Exceptional</i>
Medical Knowledge	Minimal knowledge on the core learning problems; glaring gaps in knowledge on common presentations or diseases <i>(Knowledge below acceptable level for Med 3 student)</i>	Only basic knowledge on the core learning problems, including at least some pathophysiology, diagnostic studies, and major treatments some gaps in knowledge on common presentations or diseases, <i>(Knowledge at acceptable level for Med 3 student, but below typical for Med 4)</i>	More in-depth knowledge of core learning problems; Understands pathophysiology, spectrum of disease severity, differentials of diagnoses, major diagnostic studies, most treatment options, and major complications of disease. Demonstrates understanding of the indications, contraindications risks and benefits of the common procedures <i>(Knowledge level typical for Med 4 student)</i>	Comprehensive knowledge of core learning problems. Understands pathophysiology, spectrum of disease severity, formulates broad differentials of diagnoses, knows major and minor diagnostic studies, most treatment options, and major and minor complications of both disease, studies, and treatments. Understands and can educate patients on indications and contraindications, risks and benefits of treatments and procedures. <i>(Knowledge level typical for Intern)</i>
Patient Care	May demonstrates skills at reliably gathering data and may be able to prioritizes problems, but depends on team to accurately interpret data.	Able to reliably gather data through history and exam and report accurately to team.	Able to reliably gather data and report accurately to team through notes and oral presentations. Able to perform a comprehensive and	Able to reliably gather data and report accurately and efficiently to team through notes and oral presentations. Able to independently and

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	<p>Fails to perform an appropriate physical exam, lacks the detail in physical exam, fails to identify the pertinent positives and negatives findings that helps refine the diagnosis.</p> <p>While may understand teams interpretations and plans, fails to independently interpret clinical data and develop an assessment, plan.</p> <p><i>(Minimal clinical skills required of Med 3)</i></p>	<p>Perform physical exam that is accurate, identifies most of the relevant physical findings</p> <p>Able to do some basic independent interpretation, including identifying most relevant data, prioritizing, offering a differential, even if only sometimes accurate in interpretation. May or may not be able to offer some independent suggestions for management.</p>	<p>accurate physical examination with all the pertinent positives and negatives that help refine the diagnosis</p> <p>Able to independently assess many clinical situations, and interpret diagnostic studies and is sometimes or usually accurate. Able to suggest some diagnostic and therapeutic plans</p> <p>Assesses patient competence to provide informed consent for the for a procedure.</p> <p>Able to recognize patient preferences and culturally diverse views of health and healthcare.</p>	<p>accurately interpret most clinical situations and test results. Able to accurately recognize ill patients and changes in clinical situations. Able to independently formulate plans for diagnosis and treatment of most common presentations and diseases. Able to appropriately obtain informed consent, coordinate care, address issues surrounding end-of-life care.</p>
Professionalism	<p>Lack of respect, compassion and integrity when dealing with patients and peers. Fails to follow through on responsibilities more than infrequently.</p>	<p>Demonstrates basic respect, compassion, and responsibility.</p> <p>Completes all assigned tasks with no major omissions, but does not necessarily</p>	<p>Demonstrates respect, compassion and integrity when dealing with patients and peers.</p> <p>Demonstrates dependability in carrying out responsibilities.</p> <p>Takes initiative to identify and address needs of</p>	<p>Demonstrates respect, compassion and integrity and demonstrates accountability and excellence in carrying out responsibilities. Takes initiative in identifying and addressing needs of patient and team.</p>

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		demonstrate self initiative in helping team and patients.	patient and team. Is able to identify own knowledge gaps and reads to improve own patient care.	Assumes responsibility for own actions and monitors self for errors and areas to improve. Independently identifies and fills knowledge gaps. Is committed to excellence in patient care. Is a patient advocate and works to address patient needs beyond basic medical care.
Interpersonal and Communication Skills	Communicates with patients and family members utilizing terms inappropriate for patient's level of education and scientific jargon majority of the time. Unable to identify the cultural issues related to decision making by the patient	Usually communicates to patients and family members effectively, though at times uses language that is not understood. Usually is respectful, though may have minor lapses. May not consistently appreciate views of others.	Communicates with the patients and family members utilizing appropriate terms for patient's level of understanding majority of the time. Effectively communicates with physician and non-physician members of the health care team and consultants. Consistently demonstrates respect for patients, peers, and others. Communicates abnormal results and bad news to the patients in a sensitive	Excellent communication with the patients, family members with detailed attention to the inclusion of relevant information and synthesis of clinical information, rationale for ongoing treatment or new plans utilizing terms appropriate to patient's educational level and scientific jargon. Able to effectively communicate and establish rapport with even the most challenging patients, nurses, and staff. Demonstrates understanding of the

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			manner. Able to recognize cultural diversity and patient specific preferences, but may not have skills in incorporating these into healthcare management.	cultural sensitivities and patient wishes with regards to health care and incorporates this knowledge into the discussions with the patient.
Practice Based Learning and Improvement/Life Long learning	Minimal knowledge of clinical information system in the hospital or medical center. Fails to recognize, evaluate, and adjust patient care based on evidence.	Only rarely recognizes, evaluates and adjusts patient care based on evidence. May recognize what to do, but not why.	Knows how to access clinical information system in use in the hospital. Uses paper or electronic references to access evidence based medicine to solve clinical problems. Able to recognize what to do in patient care and sometimes why.	Effectively assimilates and appraises clinical information and evidence and uses it effectively to improve patient care. Not only recognizes what to do for best outcomes, but also why, based on what literature and who says.
System Based Practice/Social and Community Context of Care	Unable to navigate system, finding results, or accessing care Has minimal knowledge of the resources available in the hospital and community that can be utilized to provided an effective patient care plan. Fails to communicate the	Able to navigate basic system to find most results and order most services. Has only basic knowledge of resources available. With assistance, can communicate patient care plan appropriately for cross-coverage, at	Has knowledge of the resources available in the hospital and the community. Can independently communicate the patient care plan with the members of the health care team for cross-coverage, discharge and other transitions of care	Demonstrates proficiency in coordinating comprehensive and longitudinal patient care both within the hospital and during transition of care from inpatient to outpatient settings. Demonstrates understanding and coordinates patient care plans utilizing the

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	patient care plan with the members of the health care teams within the hospital and also during transition of care.	discharge and other transition points.		resources available both in within the hospital and in the community in an appropriate and efficient manner.