## **FACULTY EVALUATION FORM**

Name of Faculty: <u>Dr.</u> Rotation/Block #:						
Please fill this out for your last month's rotation. If you worked with more than one attending, make a	dditional co	pies.				
Rating Key:  N/A Can't Evaluate  1 Not acceptable  2 Highly variable and sometimes poor/not acceptable  3 Acceptable/average  4 Better than average  5 Superior						
Categories	n/a	1	2	3	4	5
1. TEACHING SKILLS						
A. Teaching Process (encourages use of logical reasoning						
For problem solving and diagnostic evaluation).						1
B. Medical Knowledge						
1. Content						
Communicating useful data						<u> </u>
<ol><li>Integration of basic science with clinical management</li></ol>				-		
C. Presentation of Teaching Material						
D. Teaches Bedside Skills (History, physical diagnosis,						
Technical procedures, rapport with patients).			<u> </u>	<u> </u>		<u> </u>
Teaching Skills – Strengths:		w				
Suggestions for Improvement:						
2. CONTRIBUTION TO PATIENT CARE	1	I	i I	ī		1
A. Contributes to patient management						-
B. Teaches directly about patients on service					<del></del>	-
<ul> <li>C. Participates in division (OP or elective) issues, i.e.</li> <li>Conflicts, problems, etc.</li> </ul>						
Contribution to Patient Care – Strengths:						
Suggestions for Improvement:		•••				
3. FACULTY RESPONSIBILITY						
A. Evaluations (Provides feedback on performance: verbal						
Written, mid-month and month: constructive criticism)						
B. Time commitment		<u> </u>				<u> </u>
<ol> <li>Assumes appropriate responsibility for patients.</li> </ol>	_	<u> </u>				
<ol><li>Accessible at times other than formal rounds.</li></ol>						<u> </u>
C. Helps to develop Health Care Team and makes it work.						
D. Demonstrates respect for house officers and other members						
Of health care team. (Non-condescending attitude, Cooperative team player, collegial).						
Faculty Responsibility – Strengths:	-	-}	<del>                                     </del>		-	
Suggestions for Improvement:				· · · · · · · · · · · · · · · · · · ·		
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