

Sanford School of Medicine Pillar 2 Evaluation of Student Triple Jump Exercise

Student Evaluated _____ Date _____

Evaluator _____

The object of the "Triple Jump" is to encourage the student to develop a comprehensive and systematic evaluation of the patient's illness. The assessor should use several criteria to determine if the student has properly pursued the problem.

Initial Hypotheses Generation: Adequate interpretation of presented information and appropriate basis developed to assess the problem	Exceptional			Good			Acceptable			Unsatisfactory	
Demonstrates understanding of key physiological or pathological mechanisms involved in the problem	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%

Comments: _____

Data-gathering: The proficiency of the student in asking appropriate and sufficient questions and properly directing the history and physical and laboratory examination to substantiate the hypotheses	Exceptional			Good			Acceptable			Unsatisfactory	
Critical positive and negative findings of history and physical examination and laboratory evaluation elicited and correctly interpreted	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%
Requested laboratory investigations were appropriate and showed consideration of cost/risk and predictive value	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%

Comments: _____

Problem Formulation (Final Hypothesis): The development of a pertinent and adequate problem list – differential diagnosis	Exceptional			Good			Acceptable			Unsatisfactory	
Final problem formulation adequately characterized patient's problem(s)	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%

Comments: _____

Self-Directed Learning: For the following items you are to <u>first</u> request the student's self-assessment of her/his performance, then make your assessment of the student's performance, and finally, share your assessment with the student	Exceptional			Good			Acceptable			Unsatisfactory	
	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%
Priority Setting: Student's ability to establish clear and appropriate priorities for self-study.	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%
Quality of resources consulted	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%
Time and resources used efficiently	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%
Student's assessment of his/her ability to efficiently find and interpret appropriate resource material	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%

Comments: _____

Synthesis: Deductive reasoning – student's ability to combine the parts of a problem in order to form a solution	Exceptional			Good			Acceptable			Unsatisfactory	
	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%
Demonstrated critical thinking and conceptual understanding	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%

Comments: _____

Self-Assessment: Students ability to identify his/her strengths and weaknesses	Exceptional			Good			Acceptable			Unsatisfactory	
	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%
On direct questioning, student adequately identified his/her strengths and weaknesses	100%	95%	91%	89%	85%	81%	79%	75%	71%	65%	0%

Comments: _____

