

# PRECEPTOR'S MID CLERKSHIP EVALUATION OF STUDENT (DUE WK #4)

Student's Name: \_\_\_\_\_ Preceptor's Name: \_\_\_\_\_ Module: \_\_\_\_\_

**INSTRUCTIONS:** Please evaluate the student's clinical performance at this point in the clerkship by indicating (circle) your ratings and providing the student with written as well as verbal feedback. **Written comments provide important feedback to your student and are a necessary part of this evaluation.** If you would like to use a fraction of a number, you may do so by writing down the number (i.e. "4.5") in the margin instead of circling a number.

**COMMENTS:**  
Student's Strengths:

Opportunities For Improvement:

Other Comments:

I. CLINICAL KNOWLEDGE AND SKILLS					
<b>A. Data Skills and Case Presentations</b>	Unsatisfactory. Needs work on acquiring, recording and analyzing the data base.	Has basic data. Needs work on organization, assessment, or case presentations.	Data base assessment and plan are satisfactory. Organization & case presentations are satisfactory	Data base assessment and plan are outstanding. Good case presentations.	Data base assessment and plan are outstanding. Excellent case presentations.
N/A	0 1	2 3	4 5 6	7 8	9 10
<b>B. Clinical Problem Solving</b>	Has difficulty identifying the key problems. Demonstrates little independence. Uses time inefficiently.	Identifies major problems, but cannot set priorities. Somewhat inefficient.	Identifies major problems. Adequate utilization of lab and other parameters. Fairly efficient with use of time.	Able to prioritize problems and order tests in a fairly cost effective manner. Efficient with use of time.	Identifies major and minor problems in perspective. Superior grasp of information. Very efficient use of lab and other services.
N/A	0 1	2 3	4 5 6	7 8	9 10
<b>C. Technical Skills</b>	Unable to demonstrate basic skill or interview/PE/bedside procedures appropriate to clerkship level.	Minimal level of basic skills. Needs work on interview/PE/bedside procedures	Satisfactory basic skills appropriates to clerkship. Steady improvement.	Highly satisfactory basic skills.	Demonstrates superior mastery of basic skills performs far in advance of clerkship level.
N/A	0 1	2 3	4 5 6	7 8	9 10
<b>D. Knowledge in Subject Area</b>	Shows inadequate knowledge of medical principles and pathophysiology related to the patient's problems	Shows a minimal amount knowledge related to the patient's problem	Shows adequate comprehension of basic pathophysiology and relates them to the patient's problems.	Demonstrates highly satisfactory understanding of pathophysiology and is able to apply knowledge to pt. care.	Shows superior knowledge of the basic medical principles relating to the patient's problem.
N/A	0 1	2 3	4 5 6	7 8	9 10

<b>E. Preventive Medicine (PM)</b>	Rarely remembered PM needs &/or showed little competence with PM issues	Remembered PM needs occasionally or had difficulty accessing & managing the needs	Often remembered PM needs accessed and managed them OK	Actively promotes PM. Assessed and managed pts. well.	Outstanding job of promoting and managing PM. Very proactive
N/A	0 1	2 3	4 5 6	7 8	9 10
<b>F. Patient Education (pt ed)</b>	Very uninterested &/or showed little competence with pt. Education	Fairly interested in pt ed &/or had some difficulty remembering pt ed	Often remembered to provide pt ed and did OK at teaching patients	Actively promotes pt ed. Assessed and taught patients well	Outstanding job of teaching pts at their level. Very proactive
N/A	0 1	2 3	4 5 6	7 8	9 10
<b>G. Psycho-Social-Spiritual Issues (PSSI)</b>	Very uninterested &/or showed little competence with addressing PSSI	Fairly interested in PSSI &/or had some difficulty remembering PSSI	Often remembered to address PSSI & did OK at caring for pts with PSSI	Often inquired about PSSI. Assessed and cared for pts. with PSSI well	Outstanding job of assessing, talking with, & caring for pts with PSSI
N/A	0 1	2 3	4 5 6	7 8	9 10

**II. PERSONAL AND PROFESSIONAL CHARACTERISTICS**

<b>A. Relationships with Patients</b>	Often discourteous and/or non empathetic with patients. Puts personal convenience above the patient's needs	Fair rapport, occasionally discourteous	Generally good rapport with patients. Generally empathetic.	Able to respond well to patient needs and insecurities.	Consistently courteous and empathetic. Gives patient's needs priority, even with unpleasant or hostile patients.
N/A	0 1	2 3	4 5 6	7 8	9 10
<b>B. Professional Relationships</b>	Behavior interferes with satisfactory performance. Discourteous to nurses and/r residents. Hostel or uncooperative	Occasionally discourteous and/or uncooperative. Sometimes does not work well with others.	Cooperative and courteous with staff, other students, and nurses.	Able to work as part of a team and is consistently courteous to coworkers.	Works very well with others. Consistently courteous. Has admiration and respect of coworkers.
N/A	0 1	2 3	4 5 6	7 8	9 10
<b>C. Initiative and Interest</b>	Not well motivated. Avoids "doing" when possible. Appears disinterested. Never volunteers	Accepts average load of work. Rarely volunteers or actively participates.	Does all work expected. Occasionally volunteers	Works hard, asks questions, often volunteers.	Works exceptionally hard. Active leader & participant. Seeks new learning experience. Often takes initiative to look up information about clinical problems.
N/A	0 1	2 3	4 5 6	7 8	9 10
<b>D. Preparedness and Independent Learning</b>	Student showed no evidence of reading and learning about patients seen in the office	Student showed a little evidence of reading & learning about patients seen in the office. Student did not look up or did an inadequate job at looking up and presenting answers to assigned questions.	Students showed some evidence of reading & learning about patients seen in the office. Student did a satisfactory job at looking up and presenting answers to assigned questions.	Students showed evidence of reading and learning about patients seen in the office. Student did a good job at looking up and presenting answers to assigned questions in a timely manner	Students did a lot of reading and learning about patients. Students did an outstanding job at looking up and presenting answers to assigned questions.
N/A	0 1	2 3	4 5 6	7 8	9 10
<b>E. Handwriting</b>	Handwriting is usually illegible and very difficult to read.	Handwriting is legible about half the time. It is often difficult to read	Handwriting is usually legible, but occasionally is difficult to read.	Handwriting is legible and easy to read.	Handwriting is incredibly neat and easy to read.
N/A	0 1	2 3	4 5 6	7 8	9 10

**III. ATTENDANCE - Please circle the appropriate box**

<b>Absences</b>	4 or more unexcused absences	2-3 unexcused absences	1 unexcused absence	Absences which were excused ahead of time	No absences
<b>Lates</b>	7 or more unexcused lates	4-6 unexcused lates	1-3 unexcused lates	Lates which were excused ahead of time	No lates, greater than 10 minutes

Preceptor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

*When complete, fax to Diane @ (716) 829-2933 or send to Dept. of Family Medicine, University at Buffalo, 197 Farber Hall, Buffalo, NY 14214-8001. If you have questions, call Diane at (716) 829-3800 or page Dr. Holmes @ 459-4390. Thank you!*