

UWSMPH 2017-2018
Primary Care Clerkship
Preceptor Evaluation of Student
Please return to: Christie Legler
Christie.legler@fammed.wisc.edu
Fax: 608-265-1103

Student: _____

Evaluator: _____

Please evaluate the performance of the student in the following competencies using the anchors described below:

Advanced: Highly commendable performance, top 5-10% of students evaluated

Competent: Capable; at expected performance for level

Needs Improvement: Demonstrates initial growth; opportunity for improvement

Unacceptable: Needs Attention

	Advanced	Competent	Needs Improvement	Unacceptable: Needs Attention	Not Evaluated
1. Evaluator role: Attending or Combined Faculty					
Patient Care: Students are expected to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.					
2. Takes an effective history	<input type="checkbox"/> Identifies and fully characterizes all patient concerns in an organized fashion. Recognizes and attends to biopsychosocial issues.	<input type="checkbox"/> Identifies and characterizes most patient concerns in an organized fashion.	<input type="checkbox"/> Sometimes misses important information. History generally not fully characterized.	<input type="checkbox"/> Often misses important information. Patient concerns poorly characterized.	<input type="checkbox"/> Not observed.
3. Performs appropriate physical exam	<input type="checkbox"/> Able to efficiently focus exam based on differential diagnosis. Attentive to detail.	<input type="checkbox"/> Demonstrates correct technique with an organized approach.	<input type="checkbox"/> Does not always demonstrate correct technique. Not consistently organized.	<input type="checkbox"/> Disorganized. Frequently not thorough. Misses and/or misinterprets findings.	<input type="checkbox"/> Not observed.
4. Generates differential diagnosis	<input type="checkbox"/> Consistently generates a complete differential diagnosis. Able to demonstrate clinical reasoning.	<input type="checkbox"/> Consistently generates a complete differential diagnosis.	<input type="checkbox"/> Cannot consistently generate a complete differential diagnosis.	<input type="checkbox"/> Poor use of data. Misses primary diagnoses repeatedly.	<input type="checkbox"/> Not observed.
5. Generates and manages treatment plan	<input type="checkbox"/> Independently generates treatment plans and manages patients with minimal oversight.	<input type="checkbox"/> Contributes to the treatment plan and management of patients.	<input type="checkbox"/> Does not consistently contribute to treatment plan or management of patients.	<input type="checkbox"/> Contributes little to the treatment plan and management of patients. May suggest inappropriate treatment options.	<input type="checkbox"/> Not observed.
Medical Knowledge: Students are expected to demonstrate knowledge of established and evolving biomedical, clinical and social sciences.					
6. Exhibits knowledge of diseases and pathophysiology	<input type="checkbox"/> Has fund of knowledge that is beyond expected level of training. Applies knowledge to patient care.	<input type="checkbox"/> Demonstrates expected fund of knowledge for level of training.	<input type="checkbox"/> Has gaps in basic fund of knowledge.	<input type="checkbox"/> Fund of knowledge inadequate for patient care.	<input type="checkbox"/> Not observed.
Practice-Based Learning and Improvement: Students are expected to investigate and evaluate their patient care practices by appraisal and assimilation of scientific evidence.					
7. Demonstrates skills in evidence-based medicine	<input type="checkbox"/> Routinely accesses primary and review literature. Applies evidence to patient care. Able to judge quality of evidence.	<input type="checkbox"/> Routinely accesses primary and review literature. Applies evidence to patient care.	<input type="checkbox"/> Reads only provided literature. Inconsistently applies evidence to patient care.	<input type="checkbox"/> No evidence of outside research or reading. Unable to access basic databases.	<input type="checkbox"/> Not observed.
Systems-Based Practice: Students are expected to demonstrate an awareness of the larger context and system of health care and effectively call on system resources to provide optimal care.					
8. Teamwork	<input type="checkbox"/> Well-integrated with team. Communicates important issues to appropriate team members in a timely fashion.	<input type="checkbox"/> Respectful of team members. Understands role and communicates effectively with team. Identifies appropriate team member for patient care issues.	<input type="checkbox"/> Occasional misunderstanding of student role in team. Does not always communicate effectively with team.	<input type="checkbox"/> Disrespectful to team members. Disrupts team dynamic.	<input type="checkbox"/> Not observed.

9. Multisystem Perspective: Recognizing the impact of social, economical and environmental systems on patients' health	<input type="checkbox"/> Takes initiative to address impact of social, economic and environmental influences to advance patient care	<input type="checkbox"/> Spontaneously recognizes impact of social, economic and environmental influences	<input type="checkbox"/> Recognizes impact of social, economic and environmental influences if prompted	<input type="checkbox"/> Rarely if ever considers impact of social, economic and environmental influences, even when prompted	<input type="checkbox"/> Not observed.
10. Community & System Resources: Identifying and utilizing community and system resources	<input type="checkbox"/> Takes initiative to seek out community and system resources to advance patient care	<input type="checkbox"/> Spontaneously recognizes opportunities and asks appropriate questions about available community and system resources	<input type="checkbox"/> Recognizes opportunities for using community and system resources if prompted	<input type="checkbox"/> Rarely if ever recognizes opportunities to include community and system resources in patient care, even when prompted.	<input type="checkbox"/> Not observed.

	Advanced	Competent	Needs Improvement	Unacceptable: Needs Attention	Not Evaluated
Interpersonal & Communication Skills: Students are expected to effectively communicate and collaborate with patients, their families and health professionals.					
11. Communication with patients and families	<input type="checkbox"/> Identifies nonverbal cues and hidden patient concerns. Consistently demonstrates empathy.	<input type="checkbox"/> Consistently identifies and responds to patients' concerns, perspectives and feelings. Uses language effectively, without jargon.	<input type="checkbox"/> Sometimes misses patients' concerns and emotional cues. Often uses medical jargon.	<input type="checkbox"/> Often misses patients' concerns. Does not recognize emotional cues. Frequent use of medical jargon.	<input type="checkbox"/> Not observed.
12. Written communication	<input type="checkbox"/> Thorough and precise written record. Integrates evidence-based information into assessment and plan.	<input type="checkbox"/> Thorough and precise written record. Clearly stated assessment and plan.	<input type="checkbox"/> Incomplete and poorly organized written record.	<input type="checkbox"/> Inaccurate or absent written record.	<input type="checkbox"/> Not observed.
13. Oral presentation skills	<input type="checkbox"/> Concise but thorough. Assigns priority to issues. Organized and polished, with minimal written prompts.	<input type="checkbox"/> Communicates clearly and concisely. Information complete	<input type="checkbox"/> Communication disorganized. Information not clearly presented.	<input type="checkbox"/> Poor presentation. Misses key information.	<input type="checkbox"/> Not observed.

Please rate the student's performance in each subject below by choosing a box with the most accurate descriptor.

Try to think of specific witnessed events and behaviors when rating each subject. Competent: At expected performance for level.

Needs Improvement: Opportunity for improvement. **Unacceptable:** Requires remediation.

Professionalism: Students are expected to demonstrate a commitment to carrying out professional responsibilities, and to be responsive, compassionate, and honest.

	Competent	Needs Improvement	Unacceptable: Needs Attention	Not Evaluated
RESPECT AND COMPASSION: Consider how the student shows respect and compassion for others and tolerates differences.	<input type="checkbox"/> Nonjudgmental. Responds with empathy and demonstrates balanced treatment of others. Seeks to understand values and belief systems of others.	<input type="checkbox"/> Needs to improve ability to demonstrate empathy or demonstrate respect. Careless with confidential information.	<input type="checkbox"/> Disrespectful of others. Intolerant of others' attitudes or beliefs. Treats people preferentially depending on position. Considered untrustworthy. Breaches confidentiality.	<input type="checkbox"/> Not observed.
RESPONSE TO FEEDBACK: Consider how the student accepts feedback from faculty, staff and peers.	<input type="checkbox"/> Accepts feedback without personal offense. Uses feedback to improve performance.	<input type="checkbox"/> Accepts feedback with resistance, or takes feedback too personally.	<input type="checkbox"/> Denies issues or attempts to blame others.	<input type="checkbox"/> Not observed.
ACCOUNTABILITY: Consider whether the student is prepared, can be relied upon to take responsibility for assigned tasks and is punctual.	<input type="checkbox"/> Readily assumes responsibility. Dependable. Completes tasks on time and is organized. Punctual.	<input type="checkbox"/> Assumes responsibility only when asked. Not always dependable. Has some difficulty organizing and completing tasks on time. Sometimes late.	<input type="checkbox"/> Does not accept responsibility. Not dependable. Rarely able to get tasks completed on time. Disorganized. Rarely punctual.	<input type="checkbox"/> Not observed.

Comments Section

Please comment on this student's overall performance. These comments will be included VERBATIM in the Medical Student Performance Evaluation (MSPE, formerly known as the Dean's Letter). ***Attach sheets if necessary.***

Please comment on areas where the student's performance will benefit from enhanced skill development. These comments will NOT appear in the MSPE. **(FOR STUDENT ONLY)** ***Attach sheets if necessary.***

I have concerns about this student's performance. The Dean for Students should review his/her record: ____Yes ____No

I have reviewed this evaluation with the student: ____Yes ____No

Signature of evaluator

Date

Signature of student

Date