

**UWSMPH 2010-2011  
Primary Care Clerkship  
Preceptor Evaluation of Student**

Please return to: Christie Legler  
Christie.legler@fammed.wisc.edu  
Fax: 608-265-1103

Student: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Clinic: \_\_\_\_\_

This evaluation is a composite of all preceptor evaluations from this clinic representing \_\_\_ half days

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
<b>Patient Care:</b> Students are expected to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.					
1. 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.
2. 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.
3. 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
4. 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.
<b>Medical Knowledge:</b> Students are expected to demonstrate knowledge of established and evolving biomedical, clinical and social sciences.					
5. 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.
<b>Practice-Based Learning and Improvement:</b> Students are expected to investigate and evaluate their patient care practices by appraisal and assimilation of scientific evidence.					
6. 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.
<b>Systems-Based Practice:</b> 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.					
7. 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.

	Advanced	Competent	Needs Improvement	Unacceptable: Needs Attention	Not Evaluated
<b>Interpersonal &amp; Communication Skills:</b> Students are expected to effectively communicate and collaborate with patients, their families and health professionals.					
8. 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.
9. 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.
10. 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.**

**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
<b>RESPECT AND COMPASSION:</b> 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.
<b>RESPONSE TO FEEDBACK:</b> 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.
<b>ACCOUNTABILITY:</b> 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.**

If this student needs attention in any of the following areas, please check appropriate area. Please provide comments on each section checked. **Comments are mandatory. Attach sheets if necessary.**

- Patient Care
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Medical Knowledge
- Systems-Based Practice
- Professionalism

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

---

### 2011-12 Pilot Questions for Measuring Public Health Competency

The following three items will not be seen by students or count towards their grade but must be rated by all raters to explore their future viability. **If you cannot assess a student on an item, choose one of the last three response categories that tells us why.**

1) Multi-System Perspective: Recognizes the impact of social, economic and environmental systems on patients' health.

- \_\_\_ Advanced: Advanced understanding of these impacts and unusual dedication to addressing them
- \_\_\_ Competent: Consistently recognizes these impacts in the diagnosis and management of patients
- \_\_\_ Needs Improvement: Occasionally recognizes these impacts in the diagnosis and management of patients
- \_\_\_ Unacceptable: Fails to express sufficient knowledge of, even when prompted
- \_\_\_ Cannot assess: Applicable in my clerkship but not observable with this student
- \_\_\_ Cannot assess: Not applicable to my clerkship
- \_\_\_ Cannot assess: I don't know how to assess this

2) Community & System Resources: Identifies and utilizes community and system resources

- \_\_\_ Advanced: Seeks out and utilizes additional resources to further patient care
- \_\_\_ Competent: Refers patients to proper individuals (e.g. case manager, social worker) to assist with resources
- \_\_\_ Needs Improvement: Limited understanding of resources and how to access them.
- \_\_\_ Unacceptable: No apparent awareness of resources or desire to learn about them
- \_\_\_ Cannot assess: Applicable in my clerkship but not observable with this student
- \_\_\_ Cannot assess: Not applicable to my clerkship
- \_\_\_ Cannot assess: I don't know how to assess this

3) Advocacy: Is an effective advocate for ways of improving population or community health (beyond advocacy for an individual patient)

- \_\_\_ Advanced: Applies advocacy skills in meaningful & effective ways to real-world situations
- \_\_\_ Competent: Demonstrates the skills needed to be an effective advocate
- \_\_\_ Needs Improvement: Still developing the skills needed to be an effective advocate
- \_\_\_ Unacceptable: Few advocacy skills and little interest in developing them
- \_\_\_ Cannot assess: Applicable in my clerkship but not observable with this student
- \_\_\_ Cannot assess: Not applicable to my clerkship
- \_\_\_ Cannot assess: I don't know how to assess this

4) Comments on any of the Public Health Items:

---

Signature of evaluator

---

Date

---

Signature of student

---

Date