

Patient Centered Medicine 2, Semester 4
Preceptor Overall Student Performance Evaluation Form
Must be turned into Les Medley by April 8, 2010

Student: _____

Preceptor: _____

Instructions: Please check the box in each row, which you feel best, describes the performance of this student. There should be one and only one box checked for each row. Please add constructive comments on the back of this form. If any “Does Not Meets Expectations” box is checked, please describe in the comments section why the student does not meet expectations.

	Does Not Meet Expectations	Meets With Concern		Meets Expectations		Exceeds Expectations
<input type="checkbox"/>	Significant difficulties obtaining accurate history from patients or leaves out important details from write-up or does not include patient’s perspective of illness from write-up or HPIs do not flow in a logical and chronological order	<input type="checkbox"/>	<input type="checkbox"/>	Obtains accurate history from the patients. Write-up includes the important information (pertinent positives and negatives) Includes patient’s perspective of illness in write-ups.	<input type="checkbox"/>	Obtains accurate history from patients. Includes patient perspective of Illness and all-important components of ROS. Obtains history at level of a third-year student. HPI flows like a story in chronological order
<input type="checkbox"/>	Misses important physical findings and/or excludes important parts of the physical exam	<input type="checkbox"/>	<input type="checkbox"/>	Performs a complete and accurate physical exam (PE) with consistency	<input type="checkbox"/>	Identifies PE abnormalities without prompting. PE skills at the level of a third year student.
<input type="checkbox"/>	Leaves out important items from the problem list and/or incorrectly identifies problems	<input type="checkbox"/>	<input type="checkbox"/>	Constructs a complete and accurate problem list, and synthesizes the major problems into diagnoses	<input type="checkbox"/>	Consistently synthesizes problems into diagnoses as expected at a third-year student level
<input type="checkbox"/>	H & P write-up somewhat illegible or uses unacceptable abbreviations.	<input type="checkbox"/>	<input type="checkbox"/>	Writes up the H & P in a legible, logical and complete manner	<input type="checkbox"/>	H & P write-up is differential-directed, includes all of the most important information without extraneous information. Includes and interprets labs, EKGs etc. Information synthesized at the level of a third year student
<input type="checkbox"/>	Unable to consistently identify pertinent positives and negatives from both the H&Ps and therefore cannot construct an adequate differential diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	Consistently identifies most pertinent positives and negatives from both the H&Ps	<input type="checkbox"/>	Identifies all relevant positives and negatives from both history and physical exams that lead to complete and accurate differential diagnosis.
<input type="checkbox"/>	Student dressed and/or conducted him/herself in an inappropriate or unprofessional manner to either the patient or other health care team members	<input type="checkbox"/>	<input type="checkbox"/>	Student presented him/herself to patients in a professional manner, always uses appropriate titles when addressing patients and tends to his/her patients needs.		
<input type="checkbox"/>	Student was unreliable or unmotivated	<input type="checkbox"/>	<input type="checkbox"/>	Student was motivated, reliable, and professional.		
<input type="checkbox"/>	Student did not respond appropriately to corrective feedback	<input type="checkbox"/>	<input type="checkbox"/>	Student responded well to corrective feedback		
<input type="checkbox"/>	Student had little or minimal improvement. Lagged in skill development well behind expected for a second-year student	<input type="checkbox"/>	<input type="checkbox"/>	Student showed clear and consistent improvement in all skills throughout the preceptorship	<input type="checkbox"/>	Student excelled in skills and made dramatic improvements, ending with skills expected at the level of third-year student

