PRECEPTOR'S EVALUATION OF STUDENT PERFORMANCE
Primary Care Clerkship

Student's name ___________________________________ Date ____________________

Directions: For each dimension of performance, circle the number that best describes the student. Anchors are provided to illustrate the meaning of the numbers. More valuable are written descriptions in your own words ("Comments" after each section), in which you specifically describe the student's performance. Complete only those for which you have first hand experience. Grades (high honors, honors, satisfactory, fail) will be assigned by representatives of the clerkship's faculty as a whole, based on your description and that of the student's tutors. Use a 5-point scale on which "1" is the best performance.

# CLINICAL KNOWLEDGE AND SKILLS

## History Taking
Completeness ................................ ................................ ....................... meticulous
Accuracy ................................ ................................ ................................ .. error free
Efficiency ................................ ................................ ................................ .. focused
Facility ................................ ................................ ................................ ......... poised

Observed _____   Not observed _____

Comments:

## Physical Examination
Completeness ................................ ................................ ....................... meticulous
Accuracy ................................ ................................ ................................ .. error free
Efficiency ................................ ................................ ................................ .. focused
Facility ................................ ................................ ................................ ......... poised

Observed _____   Not observed _____

Comments:

## Problem Formulation
Problem lists ................................ .......................................................... comprehensive
Able to recognize problems

Differential diagnosis ................................ ............................................. masterful
Knows possible diagnoses and how to rule them in or out

Prioritization ................................ ...................................................... well ordered
Able to sort out main from extraneous problems

Deals with uncertainty ................................................................. Clear priorities
Deals with uncertainty ................................................................. acknowledge, accepts

Observed _____   Not observed _____

Comments:
Evaluation and Management
Contribution to care..........................................................extensively 1-----2-----3-----4-----5 rarely

Contributes to diagnosis, management decisions
Management Plans..........................................................masterful 1-----2-----3-----4-----5 haphazard

Takes into account the physical & social environment & biology of disease
Considers consequences..................................................comprehensive 1-----2-----3-----4-----5 superficial

Considers diagnostic yield and cost of tests, the effectiveness & harms of treatment
Follows-up patients..........................................................diligently 1-----2-----3-----4-----5 never

Follows lab results and illness status after the visit, by telephone and visit
Includes preventive care..................................................always 1-----2-----3-----4-----5 never

Attends to prevention even during visits for illness care

Observed _____  Not observed _____
Comments:

Communication
Presentations and notes
Accuracy..........................................................nearly infallible 1-----2-----3-----4-----5 inaccurate

Completeness..................................................meticulous 1-----2-----3-----4-----5 incomplete

Organization..........................................................masterful 1-----2-----3-----4-----5 poor

Comments (distinguish, if appropriate, oral and written):

INTERPERSONAL RELATIONSHIPS
Patients and Families
Interest..........................................................involved 1-----2-----3-----4-----5 detached

Sensitivity..........................................................perceptive 1-----2-----3-----4-----5 insensitive

Able to pick up subtle but important clinical cues
Effect on patient..........................................................reassures, heals 1-----2-----3-----4-----5 confuses, troubles

Facility..........................................................poised 1-----2-----3-----4-----5 awkward

Able to adapt his/her agenda to the patient's
Shared decision making..................................................collaborative 1-----2-----3-----4-----5 authoritarian

Observed _____  Not observed _____
Comments:
Professional Relationships
Respect for co-workers........................................................................... 1-----2-----3-----4-----5 looks down on
Values others’ contributions
Uses consultants appropriately................................................................. always 1-----2-----3-----4-----5 rarely
Effect on team......................................................................................... improves 1-----2-----3-----4-----5 disrupts

Observed _____ Not observed _____
Comments:

PERSONAL/PROFESSIONAL CHARACTERISTICS

Professional Behavior
Punctuality............................................................................................... prompt 1-----2-----3-----4-----5 tardy
Shows up when expected, on time

Dependability........................................................................................... totally reliable 1-----2-----3-----4-----5 can’t be counted on
Knows own limitations & strengths........................................................ well calibrated 1-----2-----3-----4-----5 uncalibrated
Honesty....................................................................................................... beyond reproach 1-----2-----3-----4-----5 dishonest
Attentiveness to self/others...................................................................... generous 1-----2-----3-----4-----5 self serving

Comments (specific examples are especially important if performance is poor):

Critical Thinking
Questioning............................................................................................ digs deeply 1-----2-----3-----4-----5 accepts the obvious
Uses knowledge of basic science to solve clinical problems................... often 1-----2-----3-----4-----5 rarely
Bases decisions on results of clinical research.......................................... often 1-----2-----3-----4-----5 rarely
Judges validity of information................................................................. often 1-----2-----3-----4-----5 rarely

Observed _____ Not observed _____
Comments:

Learning Style
Initiative....................................................................................................... self directed 1-----2-----3-----4-----5 passive
Reaction to criticism.................................................................................. welcomes 1-----2-----3-----4-----5 resents

Observed _____ Not observed _____
Comments:

Improvement
Knowledge & skills.................................................................................. large 1-----2-----3-----4-----5 none
Time management..................................................................................... large 1-----2-----3-----4-----5 none
Independence............................................................................................ large 1-----2-----3-----4-----5 none

Observed _____ Not observed _____
Comments:
FORMATIVE COMMENTS
(Please write specific suggestions for improvement in this area. These comments will not be used in the Dean’s letter.)

How and when was feedback given?

SUMMATIVE COMMENTS
(Final evaluation of the student's performance. May be used in preparation of the Dean's letter.)

______________________________________________________    ________________________________________
Preceptor’s Name          Site

______________________________________________________
Date
STUDENT SELF-EVALUATION

Primary Care Clerkship

Student's name ___________________________ Date ____________________

Directions: For each dimension of performance, circle the number that best describes your performance. Anchors are provided to illustrate the meaning of the numbers. Use a 5-point scale on which "1" is the best performance.

Please meet with your preceptor in May to compare your self-evaluation with your preceptor's evaluation of your performance, and to set goals for the rest of the course.

CLINICAL KNOWLEDGE AND SKILLS

History Taking
Completeness ............................................................ meticulous 1-----2-----3-----4-----5 misses key data
Accuracy............................................................... error free 1-----2-----3-----4-----5 incorrect data
Efficiency ............................................................... focused 1-----2-----3-----4-----5 very slow
Facility ................................................................. poised 1-----2-----3-----4-----5 awkward

Plans for Improvement:

Physical Examination
Completeness ............................................................ meticulous 1-----2-----3-----4-----5 missed key data
Accuracy............................................................... error free 1-----2-----3-----4-----5 incorrect data
Efficiency ............................................................... focused 1-----2-----3-----4-----5 very slow
Facility ................................................................. poised 1-----2-----3-----4-----5 awkward

Plans for Improvement:

Problem Formulation
Problem lists.......................................................... comprehensive 1-----2-----3-----4-----5 sketchy
Able to recognize problems

Differential diagnosis................................................. masterful 1-----2-----3-----4-----5 limited
Knows possible diagnoses and how to rule them in or out

Prioritization......................................................... well ordered 1-----2-----3-----4-----5 unfocused
Able to sort out main from extraneous problems

Deals with uncertainty.......................................... Clear priorities 1-----2-----3-----4-----5 confused
Deals with uncertainty.......................................... acknowledge, accepts 1-----2-----3-----4-----5 denies, avoids

Plans for Improvement:
**Evaluation and Management**

Contribution to care: extensively

Contributes to diagnosis, management decisions

Management Plans: masterful

Takes into account the physical & social environment & biology of disease

Considers consequences: comprehensive

Considers diagnostic yield and cost of tests, the effectiveness & harms of treatment

Follows-up patients: diligently

Follows lab results and illness status after the visit, by telephone and visit

Includes preventive care: always

Attends to prevention even during visits for illness care

Plans for Improvement:

**COMMUNICATION**

Presentations and notes

Accuracy: nearly infallible

Completeness: meticulous

Organization: masterful

Plans for Improvement:

**INTERPERSONAL RELATIONSHIPS**

Patients and Families

Interest: involved

Sensitivity: perceptive

Able to pick up subtle but important clinical cues

Effect on patient: reassures, heals

Facility: poised

Able to adapt his/her agenda to the patient’s

Shared decision making: collaborative

Plans for Improvement:

**Professional Relationships**

Respect for co-workers: values

Values others’ contributions

Uses consultants appropriately: always

Effect on team: improves

Plans for Improvement:
PERSONAL/PROFESSIONAL CHARACTERISTICS

Professional Behavior
Punctuality: prompt 1----2----3----4----5 tardy
Shows up when expected, on time
Dependability: totally reliable 1----2----3----4----5 can’t be counted on
Knows own limitations & strengths: well calibrated 1----2----3----4----5 uncalibrated
Honesty: beyond reproach 1----2----3----4----5 dishonest
Attentiveness to self/others: generous 1----2----3----4----5 self serving

Plans for Improvement:

Critical Thinking
Questioning: digs deeply 1----2----3----4----5 accepts the obvious
Uses knowledge of basic science to solve clinical problems: often 1----2----3----4----5 rarely
Bases decisions on results of clinical research: often 1----2----3----4----5 rarely

Plans for Improvement:

Learning Style
Initiative: self directed 1----2----3----4----5 passive
Reaction to criticism: welcomes 1----2----3----4----5 resents

Plans for Improvement:

Improvement
Knowledge & skills: large 1----2----3----4----5 none
Time management: large 1----2----3----4----5 none
Independence: large 1----2----3----4----5 none

Observed _____ Not observed _____
Comments:

CLERKSHIP LONGITUDINAL PROJECT

- Describe your management plan for the patient whom you are following.
- Discuss the progress of this project with your preceptor and identify areas in which you need assistance.
- Describe how you are integrating the PCC themes into your considerations for managing this patient.
TUTOR'S EVALUATION OF STUDENT PERFORMANCE IN SMALL GROUPS
Primary Care Clerkship

Student's name________________________________________ Date______________

Directions: We are interested in a description of how this student performed in the various dimensions of success as a member of this kind of small group. Course leaders will take this information into account in the student's final evaluation. For each dimension of performance, circle the number that best describes the student. Written comments, in which you give examples of why the student merits the description you gave, are especially valuable.

Attitude

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<th>3</th>
<th>4</th>
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Comments:

Participation

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Comments:

Preparation

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Comments:

Fund of knowledge

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Comments:

Critical thinking

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<td>Questions critically</td>
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<td>Accepts uncritically</td>
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Comments:

Synthesis

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<td>Targets key issues</td>
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Comments

Effects on group

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<td>Disruptive</td>
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Comments

Attendance __ of 9 sessions. Absences arranged in advance? ________________

Promptness ________________ Good reasons if late? ______________________

Faculty Name(s) ___________________________
ASSESSMENT OF LONGITUDINAL CASE STUDY

Please read the guidelines for the clerkship project. Then, rate each aspect of the project and presentation.

Description of patient’s problem

_____ Few data
_____ Clinical data but no sense of the patient as a person
_____ Complete, focused clinical & psychosocial description of patient’s problems

Comments:

Clinical goal for patient

_____ No goal stated
_____ Goal implied through problem(s) followed
_____ Goal clearly stated for problem(s) to be followed
_____ Goal clearly stated for problem(s) to be followed and assessed at the end point
_____ Exceeded stated goals with significant impact on patient well-being

Comments:

Management plan supported by clinical literature

_____ No rationale for plan given
_____ Rationale given but not supported by clinical literature
_____ Rationale given was referenced but without critical review of clinical literature
_____ Rationale supported by a critical review of the clinical literature

Comments:

Followed patient’s progress

_____ Student made little effort to contact patient
_____ Student tried to contact patient various ways (e.g., phone) but was unsuccessful
_____ Student successfully followed patient over time through office visits
_____ Student successfully followed patient over time through various contacts and office visits

Comments:

Integration of medical, social, psychological and economic issues in managing the patient

_____ Focus was uni-dimensional
_____ Non-medical issues mentioned in history only
_____ Integrated multiple issues in the management of the patient

Comments:

Integration of the PCC themes into the management plan and the case report

_____ No mention of PCC themes
_____ Discussion of PCC themes appended to report
_____ Full integration of PCC themes into management plan

Comments:

General comments:

Student Name: ___________________________ Faculty Name: ___________________