

CLINICAL PERFORMANCE EVALUATION

STUDENT NAME _____ ROTATION MONTH _____
 ROTATION SITE _____ ROTATION DISCIPLINE _____
 PRECEPTOR _____

Preceptor's Email _____ Age Range of Patients Seen _____
 Visited Long Term Care Facilities Yes _____ NO _____
 Exposure to Psychiatric Disorders Yes _____ NO _____

CLINICAL SKILLS

History-Taking Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student collected most or all of the significant history.	Student missed some pertinent data.	Student unable to elicit an accurate history or unable to focus on pertinent questions.

Physical Exam Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thorough physical exam skills with a good grasp of pertinent data. Detects most pathological findings.	Good physical exam skills with most pathology detected.	Physical exam incomplete or using incorrect exam technique. Misses significant pathology.

Oral Presentation Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orally summarizes data completely and concisely using appropriate medical terminology	Explains and summarizes data with some difficulty.	Disorganized presentation.

Written Communication Skills

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly and logically records notes in chart using the SOAP Format.	Some disorganization in documenting data.	Disorganized chart notes.

Utilization of Diagnostic Testing

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently selects pertinent diagnostic studies to aid in formulation of diagnosis or management.	Generally selects pertinent diagnostic studies.	Difficulty in selecting appropriate studies. Doesn't know why they are ordering tests.	Not Observed

Interpretation of Diagnostic Test Results

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent understanding of lab, EKG, and imaging studies and their clinical significance.	Understands common lab, EKG and imaging studies.	Unable to interpret results of common tests meaningfully.	Not Observed

Procedural

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates confidence and competence in performing most procedures.	Demonstrates hesitance to perform procedures. Would prefer close supervision by preceptor. Demonstrates good technical skills.	Avoids procedures or lacks significant technical skill in procedure.	Not Observed

Diagnostic Formulation

Able to assimilate the important data into a list of differential diagnosis with the ability to prioritize the differential.

Able to assimilate some of the pertinent data into a limited differential diagnosis. Difficulty in prioritizing the differential. Difficulty in sorting important data from the unimportant.

Significant difficulty formulating a basic diagnosis.

Development of Treatment/Management Plan

Demonstrates sound clinical judgment and problem-solving skills in formulating a thorough and accurate management plan.

Develops a good treatment plan with most of the appropriate treatment modalities included.

Needs significant help to develop a basic treatment plan.

Patient Education

Able to consistently formulate a concise pt.education plan with EBM that can be easily understood by the patient

At least 75% of the time able to formulate a concise patient education plan with EBM that can be easily understood by the patient

less than 75% of the time able to formulate a concise patient education plan with EBM that can be easily understood by the patient

INTERPERSONAL SKILLS

Rapport with Patients

Establishes good rapport With all patients.

Good interest in patients. Needs improvement in developing empathy and with rapport patients.

Unskillful in establishing rapport with patients. Unprofessional in dealing with patients.

Rapport with Staff

Student contributed positively to the office/hospital environment.

Developed limited rapport with staff. Was willing to cooperate with staff.

Did not cooperate with or was disrespectful towards staff.

Rapport with Preceptor and Other Health Care Providers

Always interested in learning. Accepts constructive criticism.

Receptive to most teaching efforts and constructive criticism.

Displayed little interest in learning. Frequently defensive to learning process.

PROFESSIONAL ATTRIBUTES

Attendance

Missed only the 2 scheduled Campus days.

Missed an additional 1-2 days of rotation time.

Missed an additional 3-4 days of rotation time.

Reliability

Always prompt in attendance to clinical/educational activities. Work always completed.

Occasionally late for clinical/ educational activities. Could demonstrate more responsibility toward completing work.

Frequently late for clinical/ educational activities. Demonstrates irresponsibility in completing assigned work

Learning Motivation/Initiative

Recognizes deficits in fund of knowledge and constantly seeks to improve.

Demonstrates an interest in learning. Was willing to do some extra work.

Passive in the learning process. only strove to meet the requirements. Demonstrates little or no interest in increasing knowledge.

Understanding of Student Role

Demonstrates clear understanding of student role and limitations.

Mostly demonstrates understanding of student role and limitations.

Acts outside of appropriate student limitations.

Dress Code

Student wore appropriate attire for the rotation setting and always wore a student lab coat.

Occasionally dressed inappropriately or failed to wear a student lab coat.

Frequently dresses inappropriately or in disheveled clothing. Failed to wear lab coat on a regular basis.

Professionalism

Student always demonstrated altruism toward patients, respect for others, and integrity.

Student frequently demonstrated altruism toward patients, respect for others, and integrity.

Student rarely demonstrated altruism toward patients, respect for others, and integrity.

Learning Objectives

The student satisfactorily completed the specific learning objectives for the rotation discipline.

The student marginally completed the specific learning objectives for the rotation discipline.

The student did Not satisfactorily complete the specific learning Objectives for the rotation discipline

Comments: _____

Do you, as the preceptor, have any suggestions for curriculum enhancement?

Why would you make the change? _____

Total number of contact hours for rotation: _____

Please list any other providers who were involved in the student's training at your clinical site

NAME	CREDENTIALS	CONTACT HOURS

Physician's Signature

Date

PA's Signature

Date

Student's Signature

Date

AFFIDAVIT TO BE COMPLETED BY THE STUDENT

My signature confirms that the information contained in this evaluation has not been altered, and the preceptor's signature is valid. I acknowledge that alteration of information or misrepresented signatures in this evaluation is a breach of professional conduct and may result in disciplinary actions, including program dismissal, be taken against me. I acknowledge that all information and/or signatures are subject to audit.

Student's Signature

Date

Submit To: parotations@westernu.edu

Or

Clinical Education Department
Department of PA Education
Western University of Health Sciences
309 East Second Street
Pomona, California 91766

Or Fax to (909) 469-8530