



Subject Name:

Class of 2027

Rotation:

Location:

Evaluation Dates:

Evaluated by:

Preceptor Evaluation of Student

1* This student demonstrates appropriate time management and patient evaluation (H&P) skills relevant to differential diagnosis and treatment. (Patient Care)

Strongly Disagree (1) (The student consistently struggles to manage time effectively during patient evaluations and often fails to consider key aspects of differential diagnosis, resulting in inefficient or incomplete patient assessments.)	Disagree (2) (The student occasionally demonstrates time management issues, often missing important steps in the patient evaluation process, which affects the accuracy and thoroughness of the differential diagnosis.)	Neutral (3) (The student demonstrates adequate time management in patient evaluations, but does not always prioritize or identify all relevant aspects of the differential diagnosis.)	Agree (4) (The student manages time well during patient evaluations and is usually able to assess and consider key factors in the differential diagnosis, resulting in effective and appropriate treatment decisions.)	Strongly Agree (5) (The student consistently demonstrates excellent time management and patient evaluation skills. All relevant factors to the differential diagnosis and treatment are thoroughly considered, leading to accurate and timely care decisions.)
--	---	---	---	---



Comment

2* This student's knowledge base is as expected for this point in development; the student is committed to learning, and has an understanding of complex problems. (Medical Knowledge)

Strongly Disagree (1) (The student demonstrates a lack of foundational knowledge for this stage in development and shows little commitment to learning. They struggle to understand basic or straightforward problems, and have difficulty applying concepts to more complex issues.)	Disagree (2) (The student has gaps in their knowledge base, falling behind expectations. While there is some effort to learn, they struggle with understanding and addressing more complex problems and often require additional support to grasp key concepts.)	Neutral (3) (The student demonstrates an adequate knowledge base and shows commitment to learning. They understand some complex problems but may need additional guidance to fully grasp or apply more challenging concepts.)	Agree (4) (The student's knowledge base is solid. They demonstrate a strong commitment to learning and can effectively understand and apply complex problems, though they may need occasional support to navigate especially challenging issues.)	Strongly Agree (5) (The student consistently demonstrates a deep and thorough knowledge base that exceeds expectations. They are highly committed to learning, regularly seek out new knowledge, and can analyze and solve complex problems, with confidence and independence.)
--	---	--	--	--



Comment

3* This student is able to demonstrate an understanding of clinical practice evaluation and evidence-based medicine, and is receptive to relevant feedback. (Practice-Based Learning and Improvement)

Strongly Disagree (1) (Student does not utilize evidence based medicine, is not receptive to associated feedback and does not use it to improve practice.)	Disagree (2) (Student rarely utilizes sources to assist in generating care plans, sometimes accepts feedback, and infrequently modifies practices.)	Neutral (3) (Student utilizes some sources when forming case plans, accepts feedback, and integration improves over time.)	Agree (4) (Student utilizes multiple sources to inform care plans and regularly seeks feedback, showing improvement in practice.)	Strongly Agree (5) (Student integrates multiple sources to develop patient care plans based on current medical evidence, while actively seeking and reflecting on feedback, making significant practice improvements.)
☐	☐	☐	☐	☐

Comment

4* This student is able to communicate effectively with patients, families, and members of the healthcare team, including relaying patient presentations and maintaining appropriate documentation. (Interpersonal and Communication Skills)

Strongly Disagree (1) (The student struggles to communicate clearly with patients, families, and team members. They often have difficulty presenting patient information and fail to document key details accurately, leading to misunderstandings or gaps in care.)	Disagree (2) (The student has difficulty communicating effectively with patients, families, and healthcare team members, often failing to relay patient presentations clearly. Documentation is inconsistent, with important details sometimes missing or unclear.)	Neutral (3) (The student communicates with patients, families, and team members. Patient presentations and documentation are generally accurate, though they could be more thorough or consistent at times.)	Agree (4) (The student communicated well with patients, families, and members of the healthcare team. They can effectively relay patient presentations and maintain clear, accurate documentation, though there may occasionally be room for improvement in clarity or completeness.)	Strongly Agree (5) (The student excels in communication with patients, families, and the healthcare team. They consistently present patient information clearly and accurately, and their documentation is thorough, clear, and consistently aligned with the care plan.)
☐	☐	☐	☐	☐

Comment

5* This student shows compassion, respect, and honesty, understands their role, and considers needs of others. [Examples: timeliness; teamwork; appropriate dress; pertinent rotation preparation; professional demeanor] (Professionalism)

Strongly Disagree (1) (The student displays unprofessional behavior, with little insight or remorse, lack of compassion, respect, honesty, and cultural awareness, and actions concerning for their future dependability.)	Disagree (2) (The student lacks initiative in contributing to teamwork, rarely communicates with team members, and lacks awareness of cultural diversity and an understanding of their role. They rarely displaying compassion, respect, and honesty.)	Neutral (3) (The student generally demonstrates compassion, respect, and honesty and understands their role in most situations. They display overall professional conduct and respect for the health care environment.)	Agree (4) (The student develops a good rapport with staff and colleagues and shows reliability and the ability to be flexible. Communication is bidirectional and the student understands their role, while displaying compassion, respect, and honesty.)	Strongly Agree (5) (The student demonstrates dependability, a high level of ethical and professional conduct, and communication that always incorporates compassion, respect and honesty.)
☐	☐	☐	☐	☐

Comment

6* This student understands cost-effective healthcare, the existence of system complexities, and the need for care coordination. (System-Based Practices)

Strongly Disagree (1) (The student shows little understanding of cost-effective healthcare and the complexities of the healthcare system. They rarely consider the need for care coordination, lack the ability to identify resources, and may overlook important factors related to cost and system inefficiencies.)	Disagree (2) (The student demonstrates limited understanding of cost-effective healthcare and system complexities. They acknowledge the importance of care coordination, but often fails to apply this understanding and has difficulty identifying appropriate resources.)	Neutral (3) (The student has a basic understanding of cost-effective healthcare and the complexities of the healthcare system. They recognize the need for care coordination and promote resources, but may not consistently prioritize these aspects in their clinical experiences.)	Agree (4) (The student demonstrates a solid understanding of cost-effective healthcare, including the complexities of the healthcare systems and the importance of case coordination. They frequently apply this understanding to their experiences and promote appropriate resources, though there may be occasional room for improvement.)	Strongly Agree (5) (The student consistently demonstrates an in-depth understanding of cost-effective healthcare, the complexities of the healthcare system, and the essential need for care coordination. They routinely consider these factors in their clinical experiences and seek, promote, and coordinate appropriate resources, prioritizing both patient outcomes and system efficiency.)
--	--	--	---	---



Comment

7* This student can complete a structural exam, employ appropriate osteopathic manual skills, while correlating Osteopathic philosophy into disease entities. (Osteopathic Principles and Practice)

Strongly Disagree (1) (The student does not recognize or employ osteopathic principles of health care that support wellness, self-healing, and identification and management of somatic dysfunction. OMT is unsatisfactory and needs significant improvement.)	Disagree (2) (The student rarely recognizes and employs osteopathic principles of health care that support wellness, self-healing, and identification. Management of somatic dysfunction with OMT needs improvement.)	Neutral (3) (The student sometimes recognizes and employs osteopathic principles of health care that support wellness, self-healing, and identification and management of somatic dysfunction, with satisfactory OMT.)	Agree (4) (The student recognizes and employs osteopathic principles of health care that maximize wellness, self-healing, and identification and management of somatic dysfunction, with OMT that is usually appropriate.)	Strongly Agree (5) (The student routinely recognizes and employs osteopathic principles of health care that maximize wellness, self-healing, and identification and management of somatic dysfunction with consistently appropriate OMT.)	Not Observed
---	--	---	---	--	--------------



Comment

8* The student as a member of the health care team: This student routinely recognized the contributions of other professionals and allied services and participated in a team approach to providing patient care. (Interprofessional Education)

<p>Strongly Disagree (1) (The student rarely acknowledges the contributions of other professionals or allied services. They tend to work in isolation, showing little interest in collaborating with the healthcare team and contributing to a coordinated approach to patient care.)</p>	<p>Disagree (2) (The student occasionally recognizes the contributions of other professionals and allied services but tends to focus primarily on their own role. They participate in the team activities but may not consistently collaborate or contribute to a team-based approach to patient care.)</p>	<p>Neutral (3) (This student is aware of the several disciplines and supporting professions available to affect complete patient care and is willing to participate in a team approach.)</p>	<p>Agree (4) (The student understands the contributions of other professionals and allied services. They actively participate in a team approach to patient care and collaborate well with other healthcare team members to provide comprehensive care, though there may occasionally be opportunities to further enhance their engagement.)</p>	<p>Strongly Agree (5) (The student routinely and actively recognizes the contributions of other professionals and allied services, consistently promoting a team-based approach to patient care. They engage thoughtfully and effectively with the healthcare team, demonstrating strong collaborations skills and contributing to a coordinated and holistic care plan.)</p>
--	--	---	---	--

☐
☐
☐
☐
☐

Comment

9* Did the student have an opportunity to rotate with a resident or intern during this rotation?

☐ Yes
☐ No

10* Overall Comment

11* By submitting this evaluation I attest that I have NOT established a patient care relationship with this student.

☐ Yes