

Sample: Preceptor Evaluation of Student (Clinical Performance Assessment)

Interpersonal Communication: Works effectively with healthcare team members and staff

- Disruptive to the team
- Sometimes lacks consideration for team members
- Functions as a cooperative, productive member of the team
- Establishes good rapport with healthcare team, takes some initiative to improve teamwork
- Establishes tone of mutual respect & dignity, significantly improves team dynamic

Professionalism: Is reliable, dependable, and accountable for own actions

- Unexplained absences, unreliable, or tardiness
- Often unprepared, can be inattentive
- Fulfills responsibility, accepts ownership of essential roles in care
- Seeks responsibility; views self as an active participant in patient care
- Seeks and accepts full responsibility, and is self-directed

Interpersonal Communication: Develops relationships with patients and families.

- Occasionally ineffective in developing therapeutic relationships
- Inconsistent in use of listening, narrative or non-verbal skills to build relationships
- Demonstrates respect through listening, verbal and non-verbal skills
- Interpersonally engaging, builds strong therapeutic relationships with ease
- Establishes highly effective therapeutic relationships, adapting to patients different needs
- Maintains highly effective therapeutic relationships even in challenging circumstances, adapting and managing complex situation, i.e. culture or emotional stress

Practice Based Learning and Improvement: Demonstrated self-directed learning

- Had little awareness of own strengths, weaknesses and limits in knowledge, skills or attitudes. Required preceptor direction for all learning activity.
- Independently identified learning needs but was unable to independently identify and access learning activities to address these needs
- Independently identified learning needs and identified and performed activities to address these. Sought help when appropriate.
- Independently identified learning needs and identified and performed activities to address these on an ongoing basis and evaluated the effectiveness of each learning activity

Practice Based Learning and Improvement: Demonstrated utilization of feedback

- Sometimes resistant to feedback and instruction
- Consistently accepted feedback and instruction without resistance
- At times sought and incorporated feedback to improve practice
- Frequently sought and consistently incorporated feedback to improve practice

Patient Care: Initial history and interviewing skills

- Misses essential information; is disorganized sometimes
- Inconsistent in data gathering and questioning skills, incomplete or unfocused
- Obtains basic history, accurately gathers information
- Gathers complete, precise and detailed information appropriate to the setting
- Adapts interview to clinical context and patient needs, is focused and selective as guided by interpretation of information
- Resourceful, efficient, appreciates subtleties, able to elicit key information needed to accurately interpret and manage patient needs

***Patient Care:** Physical exam and physical diagnostic skills

- Unreliable examination techniques or description of findings; **unable to gather findings, incomplete or insensitive to patient comfort**
- Technically appropriate and sensitive to patient comfort, describes **some findings**
- Technically appropriate skills; accurately describes findings, **identifies major findings**
- Examination techniques are organized, focused, & relevant; identifies **all key findings**
- Examination techniques are organized & directed to solicit **both common & key findings; identifies all key and, even, subtle findings**

Positive Reinforcement. Please identify 1-2 things this student did well and should continue to do.

Next Step. Please identify 1-2 things this student might do to improve.

*Physical exam item is added to the CPAs in Year 2.