

Student Name: _____

Facility Name: _____

Type of Rotation: _____

Preceptor Name: _____

Dates of Rotation: _____

Preceptor Evaluation of Student

Osteopathic Principles and Practices: Students are expected to recognize and treat their patients as a whole person, integrating body, mind and spirit. They are expected to be able to diagnose, evaluate and treat somatic dysfunction in a manner that supports the safety and dignity of the patient.

| | Exceeds Expectations | Competent | Needs Improvement | Unacceptable: Requires Attention | Not Observed or Not Applicable |
|---|---|---|---|---|--------------------------------|
| 1. Recognizes patients as unique individuals rather than as a collection of symptoms | <u>Consistently</u> identifies aspects about patients' unique physiology, education or spirituality. Uses this insight to guide patient care. | <u>Consistently</u> identifies aspects about patients' unique physiology, education or spirituality. | <u>At times</u> recognizes issues unique to an individual patient that may impact patient care and treatment decisions. | Fails to identify unique issues related to a patient's baseline health, intellect or spirituality. | Not Observed |
| Question 1 | ○ | ○ | ○ | ○ | ○ |
| 2. Osteopathic structural examinations | Correctly performs and documents structural examinations and <u>routinely</u> integrates into patient assessment. | Correctly performs and documents structural examinations and <u>at times</u> integrates into patient assessment | Correctly performs structural examinations. <u>Rarely</u> integrates into patient assessment. Documentation incorrect or inconsistent. | Makes errors when performing structural examination OR fails to perform structural examinations. Documentation <u>routinely</u> incorrect. | Not Observed |
| Question 2 | ○ | ○ | ○ | ○ | ○ |
| 3. Treatment of somatic dysfunction | Consistently selects appropriate techniques and correctly applies them. <u>Routinely</u> integrates OMT into patient care. | Consistently selects appropriate techniques and correctly applies them. <u>Occasionally</u> integrates OMT into patient care. | At times <u>inappropriately</u> selects or applies techniques <u>incorrectly</u> although there is no increased risk to the patient due to these errors. | Typically selects inappropriate techniques or performs techniques incorrectly. Increased risk to patient due to these errors. | Not Observed |
| Question 3 | ○ | ○ | ○ | ○ | ○ |
| Comments applicable to this competency: | | | | | |

Medical Knowledge: Students are expected to demonstrate knowledge of biomedical sciences, basic epidemiology and preventative medicine strategies. They should be able to apply this knowledge in the clinical setting.

| | Exceeds Expectations | Competent | Needs Improvement | Unacceptable: Requires Attention | Not Observed or Not Applicable |
|--|--|---|--|---|--------------------------------|
| 4. Exhibits knowledge of diseases and pathophysiology | Has fund of knowledge <u>above</u> expected for training level; <u>easily applies</u> knowledge to patient care. | Demonstrates expected level of knowledge. <u>Generally applies</u> knowledge to patient care. | Has <u>gaps</u> in basic fund of knowledge and struggles to clinically apply knowledge | Fund of knowledge <u>inadequate</u> for patient care and unable to apply to patient care. | Not Observed |
| Question 4 | ○ | ○ | ○ | ○ | ○ |
| 5. Exhibits knowledge of health screening | Routinely identifies patient lifestyle choices and | <u>Routinely identifies</u> patient lifestyle choices and | <u>Rarely</u> identifies patient lifestyle choices and | <u>Routinely fails</u> to identify patient lifestyle choices and | Not Observed |

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| exams/preventative medicine | comorbidities that could impact future wellness. Knowledge of recommended screening examinations/ vaccination protocols, etc. <u>above expected</u> for training level. | comorbidities that could impact future wellness. Knowledge of recommended screening examinations/ vaccination protocols, etc. <u>as expected</u> for training level. | comorbidities that could impact future wellness. Limited knowledge of recommended screening examinations/ vaccination protocols. <u>Below expected</u> for training level. | comorbidities that could impact future wellness. Minimal knowledge of recommended screening examinations/ vaccination protocols | |
| Question 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments applicable to this competency: | | | | | |

Patient Care: Students are expected to provide patient care that is compassionate, appropriate, and evidence based. They are to consider the patient's perspective when formulating testing and treatment plans.

| | Exceeds Expectations | Competent | Needs Improvement | Unacceptable: Requires Attention | Not Observed or Not Applicable |
|--|--|---|---|---|---------------------------------------|
| 6. Takes an accurate and focused history | Routinely identifies important information as it relates to patient concerns and <u>applies</u> this knowledge to appropriately focus interactions. | Routinely identifies important information as it relates to patient concerns | Sometimes misses important information. Occasionally identifies patient concerns. | Often misses important information. Does <u>not</u> identify patient concerns. | Not Observed |
| Question 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Performs appropriate physical examination | Exam is focused by presentation and is efficient, accurate and appropriately thorough. Pays attention to detail. | Exam is accurate and organized and appropriately thorough | Technique is not always correct and at times disorganized. Occasionally too thorough. | Disorganized. Not thorough. Poor technique | Not Observed |
| Question 7 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Generates differential diagnosis | Generates a broad differential and can stratify by likelihood and severity of illness | Able to generate broad and appropriate differential diagnosis. | Able to generate several key differential diagnoses. | Poor ability to synthesize H+P to formulate a differential. Often misses primary diagnosis. | Not Observed |
| Question 8 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Generates plan for evaluation and management | <u>Independently</u> generates appropriate management plans on a consistent basis/ treatment options appropriate | Can generate appropriate management plans with <u>some guidance</u> / treatment options generally appropriate | Able to generate management plans, but only with <u>significant guidance</u> from preceptor/health care team/ may suggest inappropriate treatment options. | Unable to generate appropriate management plan/may suggest inappropriate treatment options. | Not Observed |
| Question 9 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Performs procedures appropriately | Selects appropriate procedures, understands risk/benefit of same and is able to appropriately discuss this with patients. Procedural skills <u>exceed expectations</u> for training level. | Selects appropriate procedures and understands risk/benefit of same. Can appropriately discuss with patient. Procedural skill <u>meets expectations</u> for training level. | Choses procedures appropriate to patient care. Incomplete understanding of risk/benefit of procedures performed. Skill in performance <u>falls below</u> expectations for training level. | Unable to perform basic procedures. Attempts procedures for which he/she is not prepared. Does not understand the risk of procedures to be undertaken | Not Observed |

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| Question 10 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments applicable to this competency: | | | | | |

Interpersonal and Communication Skills: Students are expected to communicate in an effective manner with patients, their families and health professionals.

| | Exceeds Expectations | Competent | Needs Improvement | Unacceptable: Requires Attention | Not Observed or Not Applicable |
|---|--|---|--|---|---------------------------------------|
| 11. Communication with patients and families | Communicates effectively, without using medical jargon. Involves the patients' family when appropriate. Nonverbal communication appropriate. Able to identify nonverbal cues and often identifies hidden concerns. | Communicates effectively, without using medical jargon. Involves the family when appropriate. Nonverbal communication appropriate. Identifies and responds to patient concerns. | At times misses patient/family concerns and emotional cues. Rarely interacts with family. Often lapses into use of medical jargon. Occasionally inappropriate nonverbal communication. | Often unable to identify patient concerns and does not recognize emotional cues. Ignores family in interactions. Frequently uses medical jargon. Nonverbal communication inappropriate. | Not Observed |
| Question 11 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Written communication | Documentation is thorough, concise and organized. <u>Regularly</u> integrates medical decision making. | Documentation is thorough, concise and organized. <u>Occasionally</u> integrates medical decision making. | Incomplete and poorly organized in written documentation. <u>Rarely</u> integrates medical decision making. | Inaccurate, disorganized or absent documentation. | Not Observed |
| Question 12 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Oral presentation skills | Information is complete and is clearly and concisely presented. Able to prioritize issues. <u>Extremely</u> polished. | Information is complete and is clearly and concisely presented. <u>Sufficiently</u> polished. | Disorganized. Information is there but is <u>not</u> clearly presented. | Disorganized, rambling, missing key information. | Not Observed |
| Question 13 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments applicable to this competency: | | | | | |

Professionalism: The student is expected to carry out professional responsibilities in a timely and respectful manner. He/she is to demonstrate honesty, respect and compassion in all dealings with patients, family and health care professionals. He/she is to be aware and tolerant of cultural differences.

| | Exceeds Expectations | Competent | Needs Improvement | Unacceptable: Requires Attention | Not Observed or Not Applicable |
|---|--|--|---|---|---------------------------------------|
| 14. Respect, compassion and cultural sensitivity | Attitude is empathetic and nonjudgmental. Seeks to understand how cultural issues may impact patients' decision making. Maintains confidentiality. | Attitude is empathetic and nonjudgmental. Maintains confidentiality. | Needs to improve on demonstration of respect or compassion. Careless with confidential information. | Disrespectful of others and intolerant of other's attitudes or beliefs. Breaches confidentiality. | Not Observed |
| Question 14 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Accountability | Dependable. Readily assumes responsibility. | Dependable. Readily assumes responsibility. Completes tasks on time. Punctual. | Only assumes responsibility when asked to do so. Not always dependable. Some difficulty in completing tasks | Not dependable. Does not complete tasks or does not complete them on time. Not | Not Observed |

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| | | | in a timely manner. Occasionally tardy. | punctual. Does not follow instructions. | |
| Question 15 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Response to feedback | Accepts feedback without taking personal offense. Uses feedback to improve. <u>Often</u> seeks feedback without prompting | Accepts feedback without taking personal offense. Uses feedback to improve. <u>Occasionally</u> seeks feedback without prompting. | Accepts feedback with resistance or takes feedback too personally. Rarely uses feedback to improve. Does <u>not</u> solicit feedback. | Denies issues or attempts to blame others. Does not use feedback to improve. Avoids feedback. | Not Observed |
| Question 16 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments applicable to this competency: | | | | | |

Practice-Based Learning and Improvement: The student is expected to evaluate their patient care practices through interpretation and assimilation of best-practices and the medical literature.

| | Exceeds Expectations | Competent | Needs Improvement | Unacceptable: Requires Attention | Not Observed or Not Applicable |
|--|--|--|--|---|---------------------------------------|
| 17. Skills in evidence based medicine | Routinely accesses both medical review literature such as Up-to- Date <u>and</u> clinical research articles. Applies evidence to patient care. | Routinely accesses medical review literature such as Up-to Date. Applies evidence to patient care. | Reads only what is provided. Does not consistently apply evidence in patient care. | No evidence of outside research or reading. Does not understand ways to search the medical literature or other medical databases. | Not Observed |
| Question 17 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments applicable to this competency: | | | | | |

Systems-Based Practice: The student is expected to demonstrate awareness of the current system of healthcare and should be able to access appropriate resources to optimize patient care. They should be aware of their role on the health care team and function as a member of this interdisciplinary network.

| | Exceeds Expectations | Competent | Needs Improvement | Unacceptable: Requires Attention | Not Observed or Not Applicable |
|---|---|--|--|--|---------------------------------------|
| 18. Teamwork | Functions as a well - integrated team member. | Communication is timely and appropriate. His/her presence improves team function | Occasionally misunderstands role on the team. Does not always communicate effectively with team members. | Disrespectful of team members. Disruptive to the team dynamic. | Not Observed |
| Question 18 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comments applicable to this competency: | | | | | |

Please include comments specific to this student. Your comments are important and assist us in tracking the performance of our individual students. They are also used in the development of the Medical Student Performance Evaluations or “Dean’s Letter” –a reference that is offered to each student when applying for residency positions:

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| General Comments: | |
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Preceptor Signature: _____

Date: _____