

**Subject Name**

Class of ----

Rotation: Location

Evaluation Dates

Evaluated by:

Evaluator Name

Class of ----

Preceptor Assessment of Students**Instructions:**

If any of the following are true please close this form and Suspend. If none of the following apply please continue with your evaluation of the student.

- I did not work with the student
- I did not have a sufficient amount of time to properly evaluate the student
- I have a conflict of interest evaluating the student
- I professionally treated the student for medical or health issues

TIMELINE TO SUBMIT EVALUATION

- Evaluations must be completed after working with a medical student. The evaluation form will be sent to you via email through E*Value
- Complete the evaluation as soon as possible after working with the student
- All evaluations are due two weeks after the end of clerkship
- If you do not complete your evaluation in a timely manner, it will automatically expire and you will not be able to complete it

RANKING

- WSUSOM expects its medical students to perform at the level of "3" or higher in every competency listed on the evaluation form
- Anchor descriptions for "3" describe the school's expectation for a third year medical student in a clinical clerkship
- Anchor descriptions for "1" describe a student who is not consistently performing at the level of a third year medical student
- Anchor descriptions for "5" describe a student who is consistently performing above the level of a third year medical student
- If a student consistently falls below a "3", which is the level expected for that competency, s/he should be rated as "1"
- If a student consistently excels beyond the level expected, s/he should be rated as "5"
- If a student's proficiency falls between the anchor descriptions, then please use "2" or "4"

1* Amount of time spent with student constituting this evaluation

- One day or shift
- 2-7 Days
- 8-14 Days
- 15-30 days or more

2* Preceptor's role

- Faculty
- Senior Resident (PG2+)
- Junior Resident

Clerkship Objectives

3* I have reviewed and are familiar with the clerkship objectives and evaluation policies contained in the Resident/Faculty guide. If not, please visit the below link to review the objectives and return to complete this form.

<https://mesg.med.wayne.edu/objectives>

- Yes
- No

Student Mistreatment Policy

4* I am aware of the Wayne State University School of Medicine Student Mistreatment Policy.

If not please visit the below link to review the policy/Student Handbook and return to complete this form.
<https://www.med.wayne.edu/ume-academic-student-programs/professionalism/#mistreatment>

- Yes
 No

5* History Taking

1 - Performance not consistent with Junior student Generally incomplete history. Frequently disorganized. Does not focus on the patient's problem. Important/key information is often missing and/or not reliable. Struggles to establish rapport.	2 - Often performs below expected level- -incomplete and disorganized in uncomplicated patients.	3 - Performance at expected level Able to elicit key elements of patients' history. Generally complete with appropriate organization. Often includes most important information. Often establishes a therapeutic relationship.	4 - Often performs above expected level. Frequently complete and organized in uncomplicated and complex patients.	5 - Performance far above expected level Outstanding history taking. Excellent organization and consistently includes important information. Skillful at establishing rapport even in challenging and complex situations.	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6* Performing Physical/Mental Status Exam

1 - Performance not consistent with Junior student Incomplete, superficial, cursory, or inaccurate. Misses major findings frequently. Often unable to perform common physical exam maneuvers or mental status observations.	2 - Often performs below expected level.. Incomplete or inaccurate.	3 - Performance at expected level Able to perform necessary physical exam/mental status exam activities. Recognizes abnormalities are present; not necessarily able to identify the abnormality.	4 - Often performs above expected level but not consistently. Performs accurate comprehensive or focused physical exam appropriately.	5 - Performance far above expected level Consistently performs comprehensive or focused physical exam/mental status exam activities accurately and appropriately. Able to recognize and identify most abnormalities.	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7* Ability to Synthesize Data into Assessment. Demonstrates sound Clinical Reasoning

1 - Performance not consistent with Junior student Often unable to construct a problem list. Poor ability to develop differential diagnosis	2 - Often performs below expected level but not consistently. Difficulty generating a basic differential dx	3 - Performance at expected level Able to construct a problem list. Able to interpret clinical and diagnostic studies to develop a differential diagnosis. Often able to identify most likely diagnosis. Uses Clinical Reasoning techniques.	4 - Often performs above expected level but not consistently. Frequently demonstrates sound Clinical Reasoning	5 - Performance far above expected level Consistently develops a comprehensive differential diagnosis and is astute at prioritizing diagnoses in an accurate, logical order. Able to explain details of Clinical Reasoning in reaching diagnosis.	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8* Ability to Interpret Diagnostic Labs and Tests, Formulate Therapeutic Plan

1 - Performance not consistent with Junior student Has difficulty developing a logical plan of care. Does not avail him/herself to information sources to assist in developing plans for treatment. Lack of knowledge of common tests and diagnostic procedures.	2 - Often performs below expected level but not consistently. Does not demonstrate reasonable use of tests.	3 - Performance at expected level Able to develop an appropriate initial plan of care informed by the differential diagnosis, and using available information sources. Understands common tests.	4 - Often performs above expected level but not consistently. Able to suggest appropriate tests and procedures.	5 - Performance far above expected level Consistently develops comprehensive care plans. Seeks out multiple information sources to inform treatment plans. Demonstrates well reasoned knowledge of diagnostic tests and procedures.	N/A
---	---	---	---	--	-----



9* Oral Presentations

1 - Performance not consistent with Junior student Lack of preparation. Presentation poorly organized. Key information is missing. Consistent inattention to detail. Unable to organize and/or express thoughts clearly.	2 - Often performs below expected level but not consistently. Difficulty reporting basic information.	3 - Performance at expected level Evidence of preparation. Clear summaries of findings, diagnostic and therapeutic plans. Able to present key information in an organized fashion and appropriate time frame (no more than 10 minutes).	4 - Often performs above expected level. Organized, concise, accurate and appropriately focused. Presents pertinent positives and negatives.	5 - Performance far above expected level Well prepared and well organized. Consistently provides pertinent information in a concise, logical and fluent manner with minimal use of notes.	N/A
---	---	--	--	--	-----



10* Written Documentation

1 - Performance not consistent with Junior student Consistently incomplete and poorly organized. Major omissions. Information is unreliable. Does not reflect discussion with team members or use of information resources.	2 - Often performs below expected level but not consistently. Cuts and pastes notes.	3 - Performance at expected level Able to write in an organized and clear manner. Note conveys key information about patient's clinical status. Reflects use of available information and discussion with team members. Explains and justifies most likely dx. Does not cut and paste notes.	4 - Often performs above expected level but not consistently. Does not cut and paste notes.	5 - Performance far above expected level Written documentation is consistently organized and includes thorough summary of the history, physical/mental status exam, assessment and plan. It reflects use of multiple resources including the team. Consistently writes original notes explaining clinical reasoning, justification for dx. Does not cut and paste note.	N/A
--	--	---	---	--	-----



11* Technical/Procedural Skills

1 - Performance not consistent with Junior student Generally careless or incompetent. Frequent disregard for patient comfort.	2 - Often performs below expected level but not consistently	3 - Performance at expected level Proficient. Exhibits appropriate care. Minimizes patient discomfort and risk.	4 - Often performs above expected level but not consistently	5 - Performance far above expected level Superb skills, excellent technique. Puts patients at ease, attends to their concerns.	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12* Medical Knowledge

1 - Performance not consistent with Junior student Often unable to demonstrate adequate knowledge of basic and clinical sciences as related to their patients' problems. Rarely able to answer general questions requiring basic science knowledge.	2 - Often performs below expected level but not consistently	3 - Performance at expected level Demonstrates knowledge related to assigned patients' problems. Working knowledge of basic and clinical sciences as demonstrated by ability to answer most questions.	4 - Often performs above expected level but not consistently	5 - Performance far above expected level Consistently integrates basic and clinical sciences as related to the patients' problems. Consistently able to answer general questions requiring basic science and clinical knowledge.	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13 Identifies Social, Economic, Psychological and Cultural Factors that contribute to health, disease and medical care.

Below Expectations. Consistently overlooks one or more factors	Frequently overlooks one or more of these factors.	Meets expectations. Incorporates basic aspects of these factors	Incorporates basic aspects of these factors and applies them to the patient's plan of care.	Incorporates DETAILED aspects of these factors and applies them to the plan of care
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14* Seeks opportunities and demonstrates Self-Directed Learning, including evidence based practice.

1 - Performance not consistent with Junior student Rarely shows initiative in seeking out information, feedback, etc. Infrequently responds to instruction.	2 - Often performs below expected level but not consistently	3 - Performance at expected level Demonstrates initiative in seeking out information and using available resources. Solicits and responds to instruction and feedback. Brings new learning to the team.	4 - Often performs above expected level but not consistently	5 - Performance far above expected level Is inquisitive and consistently demonstrates initiative in seeking out information and resources. Seeks out additional information. Consistently incorporates feedback and demonstrates improvement. Educates themselves and the team with new evidenced based information.	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15* Communicates effectively with patients and families across a broad range of cultural backgrounds.

Unacceptable: Does not establish rapport, use appropriate language, avoid jargon or convey empathy	Below Expectations: Has difficulty establishing rapport, using appropriate language, avoiding jargon or conveying empathy.	Meets Expectations: Frequently establishes rapport, uses appropriate language, avoids jargon or conveys empathy. Puts patient at ease.	Exceeds Expectations: Consistently establishes rapport, uses appropriate language, avoids jargon and conveys empathy. Puts patient at ease.	Far exceeds expectations: Consistently establishes rapport, uses appropriate language, avoids jargon or conveys empathy even with challenging patients, families and situations. Puts patient at ease.
--	--	--	---	--

○ ○ ○ ○ ○

16* Communication with all members of the healthcare team

1-Does not communicate effectively. Often causes friction. Poor team skills. Often disrespectful. Often works in isolation. Cannot be relied upon by other team members.	2 - Below expectations Has difficulty communicating with the entire healthcare team. Communication unclear, incomplete or disorganized	3 - Meets expectations. Respectful and open to all team members (pharmacists, nurses, MA's, etc). Ability to work cooperatively with all team members. Mature and dependable. Sensitive to others. Shares pertinent information.	4 - Exceeds expectations. Frequently takes the initiative to exchange information with all members of the team, including nursing and ancillary staff.	5 - Performance far above expected level Excellent interpersonal skills. Respectful, mature, and cooperative with all team members including non-physicians. Highly sensitive to others' needs. Appropriately assertive. Highly dependable, identifies opportunities to assist teammates. Consistently takes the initiative to exchange information with all members of the team, including nursing and ancillary staff.	N/A
--	--	--	--	--	-----

○ ○ ○ ○ ○ ○

17* Professionalism, Ethics and Interpersonal Relationships with Patients

1 - Performance not consistent with Junior student Demonstrates lack of regard for social or cultural issues. Disrespects patient's dignity. Disregard's patient's privacy.	2 - Often performs below expected level but not consistently	3 - Performance at expected level Demonstrates compassion. Shows good understanding of patient's perspective. Respectful of patient's dignity. Protective of patient's privacy.	4 - Often performs above expected level but not consistently	5 - Performance far above expected level Consistently compassionate and sensitive to social, cultural, and religious issues. Advocates for patient's dignity. Vigilant in protecting patient's privacy. Consistently develops a trusting relationship with patient. Patients feel comfortable revealing sensitive information.	N/A
---	--	---	--	--	-----

○ ○ ○ ○ ○ ○

18* Professional Behavior, Demeanor, and Work Ethic with Healthcare Team

<p>1 - Performance not consistent with Junior student Does not meet obligations. Frequently late and irresponsible. Lacks interest and enthusiasm in clinical work and learning. Unavailable when needed. Poor effort and lack of self-direction. Records fraudulent information.</p>	<p>2 - Often performs below expected level. Needs reminders. Peripheral to team activities. Late or tardy.</p>	<p>3 - Performance at expected level Meets obligations. Punctual, well-motivated, responsible. Assumes responsibility. Generally follows through on assigned tasks. Shows enthusiasm and self-direction.</p>	<p>4 - Often performs above expected level. Actively involved and makes meaningful contributions to the patient care team.</p>	<p>5 - Performance far above expected level Exceeds obligations. Always punctual. Assumes added responsibility. Completely reliable. Superior team player. Excellent enthusiasm and self-direction. Highly valued integral team member.</p>	<p>N/A</p>
---	--	--	--	---	------------

19 RIME Evaluation: Please assess this student's overall performance on the following scale. This is not a portion of the grade determination but will indicate to the student the level of performance overall that they have demonstrated.

- This student performed below the level of Reporter and requires remediation.
- Reporter: Solid performance; obtains & reports basic information accurately; beginning to interpret; solid personal and professional qualities
- Interpreter: Clearly more than typical work in most areas of evaluation. Proceeds consistently to interpreting data; good working fund of knowledge; an active participate in care. Consistent preparation for clinics.
- Manager: Actively suggests management options; excellent general fund of knowledge, outstanding knowledge of patients.
- Educator: Outstanding ratings in most areas of evaluations. Strong qualities of leadership and excellence in professionalism, interpersonal relationships, and professional behavior, demeanor and ethic. Could effectively function as a junior resident.

20* General Comments (to be included in the Dean's letters)

21 Additional comments NOT to be included in the Dean's Letters (include areas needing improvement)

22 Identify any less than professional behavior that occurred during the clerkship or opportunities for professional growth so that we can coach up our students for improvement. You may use this link to refer students for coaching. https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=25

23 Please identify this student as exemplary in advocating for patients and patient care in a manner which deserves recognition. Please complete a PEARLS nomination for this if appropriate using this link. https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=56

