

Student ID Number: \_\_\_\_\_

Preceptor ID Number: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_

↓	<b>Fill in bubble if this <i>GENERALLY</i> describes your student <i>MOST OF THE TIME</i></b>
<input type="radio"/>	Attends all required activities and arrives on time.
<input type="radio"/>	Cannot be found when needed.
<input type="radio"/>	Completes all assigned work on time.
<input type="radio"/>	Does the work that needs to be done.
<input type="radio"/>	Declines to see patients.
<input type="radio"/>	Volunteers for difficult and extra assignments.
<input type="radio"/>	Leaves work unfinished.
<input type="radio"/>	Reads about our patients in textbooks, journals, etc.
<input type="radio"/>	Asks tough questions that challenge prevailing assumptions in medicine, and my knowledge base.
<input type="radio"/>	Brings in useful and interesting references.
<input type="radio"/>	Student covers in his/her interviews and exams nearly everything that I do
<input type="radio"/>	Doesn't detect relevant physical exam findings.
<input type="radio"/>	Misses essential information in the interview.
<input type="radio"/>	Elicits essential information during the interview.
<input type="radio"/>	Discovers relevant physical examination findings.
<input type="radio"/>	Misinterprets the meaning of physical exam findings.
<input type="radio"/>	I can't follow what he or she is trying to say in verbal presentations.
<input type="radio"/>	Gives a complete oral presentation, without any prompting, questioning, or guidance from me.
<input type="radio"/>	Can make a persuasive case for a diagnosis or a treatment plan.
<input type="radio"/>	Can describe pathophysiologic mechanisms for most common illnesses that we encounter.
<input type="radio"/>	Knows what physical exam findings to expect in particular illnesses.
<input type="radio"/>	Cannot describe pathophysiologic mechanisms, or relate them to signs and symptoms.
<input type="radio"/>	Can identify and discuss controversies in medicine, with reference to current literature.
<input type="radio"/>	Can describe appropriate treatment options.

↓	<b>Fill in bubble if this <i>GENERALLY</i> describes your student <i>MOST OF THE TIME</i></b>
<input type="radio"/>	Patients are satisfied with their encounters with the student.
<input type="radio"/>	Annoys, bothers, or angers patients.
<input type="radio"/>	Patients refuse to be seen by the student.
<input type="radio"/>	Is not aware of patients' emotions.
<input type="radio"/>	Involves family members in discussions when appropriate.
<input type="radio"/>	Can recognize, name, and work with patients' emotions.
<input type="radio"/>	Student remembers his/her patients from one visit to the next.
<input type="radio"/>	Student asks you about the latest news on patients he/she has seen before.
<input type="radio"/>	Patients inquire about student on days he/she is not in the office.
<input type="radio"/>	Disrespectful to ancillary staff and other professionals.
<input type="radio"/>	Maintains effective and pleasant working relationships with office/hospital staff.
<input type="radio"/>	Spoken highly of by office/hospital staff.
<input type="radio"/>	Unreceptive to input from colleagues.
<input type="radio"/>	Makes decisions that are not his/hers to make.
<input type="radio"/>	Appropriately commits to an assessment and plan when warranted by the data.
<input type="radio"/>	Jumps to conclusions based on inadequate data.
<input type="radio"/>	Can balance conflicting data, recommendations, and priorities.
<input type="radio"/>	Can tolerate uncertainty and still work effectively for patients' welfare.
<input type="radio"/>	Unable to commit to any decision even when sufficient information has been gathered.
<input type="radio"/>	Looks things up on his/her own initiative
<input type="radio"/>	My instruction and feedback lead to no improvement in performance.
<input type="radio"/>	Researches the topics and/or assignments that I give, and reports back with findings.
<input type="radio"/>	Can extract needed information quickly from masses of irrelevant data.
<input type="radio"/>	Seeks me out to discuss ways to improve.
<input type="radio"/>	Takes concrete steps to implement behavioral changes that I recommend.

<b>Describe something your student DOES that is particularly effective:</b>
<b>Describe something that you would like your student to DO differently:</b>
<b>Other comments:</b>

Preceptor Sign: \_\_\_\_\_ Student Sign: \_\_\_\_\_