



Sample Clinical Preceptor Evaluation

Instructions: For each of the following clinical activities please select the rating that most closely represents the medical student's highest sustained performance that you observed during the course. The center bolded descriptor for each item outlines the expected level of achievement for the successful student. Select a performance rating between descriptors for students whose highest sustained performance lies between descriptors.

Patient Interviewing & Physical Examination					
Not Observed	Does not reliably and independently demonstrate accuracy, prioritization, organization, or patient centeredness in conducting patient interviews and physical examination.		Performs accurate complete or focused interviews and physical exams in a prioritized, organized manner without supervision, with respect for the patient, and tailored to the clinical situation and specific patient encounter.		Extends patient interviewing and physical examination skills to chief complaints and diagnoses outside the core for the course or to patients presenting with multiple chief complaints and diagnoses.
	Information gathering is not guided by integration of clinical reasoning skills with the scientific foundations of medicine. Requires additional coaching and support.		Integrate the scientific foundations of medicine with clinical reasoning skills to guide information gathering.		
0	0	0	0	0	0

Clinical Reasoning					
Not Observed	Demonstrates deficiency in integrating patient data to inform assessment, working diagnosis, and prioritized differential.		Dynamically integrates patient data to formulate an assessment, develop a working diagnosis and prioritized list of alternate potential diagnoses.		Extends clinical reasoning skills to chief complaints and diagnoses outside the core for the course or to patients presenting with multiple chief complaints and diagnoses.
	Clinical reasoning is compromised by common cognitive errors such as premature closure of diagnosis, Requires additional coaching and support.		Avoids common cognitive errors of clinical reasoning.		
0	0	0	0	0	0

Clinical Testing					
Not Observed	Does not recommend appropriate clinical testing.		Selects and interprets common clinical tests using evidence-based and cost-effective principles.		Extends clinical testing skills to testing related to chief complaints and diagnoses outside the core for the course or to patients presenting with multiple chief complaints and diagnoses.
	Inappropriately interprets clinical tests. Does not employ evidence-based and cost-effective principles. Requires additional coaching and support.				
0	0	0	0	0	0

Documentation					
Not Observed	Documentation is deficient in accuracy, focus, and context-specificity. Requires additional coaching and support.	<input type="checkbox"/>	Enters accurate, focused, and context-specific documentation of a clinical encounter in written or electronic formats.	<input type="checkbox"/>	Extends skills in documentation to chief complaints and diagnoses outside the core for the course or to patients presenting with multiple chief complaints and diagnoses.
0	0	0	0	0	0

Presentation					
Not Observed	Presentations are deficient in accuracy and detail. Fails to effectively communicate clinical reasoning. Requires additional coaching and support.	<input type="checkbox"/>	Concisely and accurately presents a summary of the clinical encounter and synthesis of clinical reasoning to the health care team (including patients and families) to achieve a shared understanding of the patient's current condition.	<input type="checkbox"/>	Extends presentation skills to chief complaints and diagnoses outside the core for the course or to patients presenting with multiple chief complaints and diagnoses.
0	0	0	0	0	0

Professionalism/Teamwork					
Not Observed	Does not integrate into the interprofessional team. Demonstrates deficiencies in respect, effective communication, or understanding of team member roles Requires additional coaching and support.	<input type="checkbox"/>	Participates as a contributing and integrated member of the interprofessional team by demonstrating respect for patients and team members, communicating effectively, and understanding team member roles.	<input type="checkbox"/>	Demonstrates interprofessional team integration and leadership typically expected of an established PGY-1 residents.
0	0	0	0	0	0

Please provide narrative comments about the student's strengths and areas for improvement.

Does this student perform at an honors level? If so, what specifically distinguishes the student from the non-honors student?

