

PRECEPTOR EVALUATION OF STUDENT: LPC 2A / 2B

1. HISTORY TAKING	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXCELLENT
COURSE OBJECTIVE: Obtain complete and accurate histories from patients and parallel sources, including the electronic medical record, with guidance	Rarely able to gather a thorough or organized history	USUALLY gathers thorough & organized histories.	CONSISTENTLY gathers thorough & well organized histories.

2. PHYSICAL EXAM	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
COURSE OBJECTIVE: Demonstrates a problem-focused physical exams, with guidance. Student performs physical exams as appropriate for patients' presenting concerns	RARELY performs a problem focused exam, or performs exam maneuvers incorrectly	USUALLY performs an exam appropriate to the patient's concern, using correct technique	CONSISTENTLY performs an exam appropriate to the patient's concern, using correct technique

3. WRITTEN DOCUMENTATION – HISTORY AND PHYSICAL, PROGRESS NOTES	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
COURSE OBJECTIVE: Document a history and physical exam including assessment Student writes history and physical exams, including assessments	Notes are RARELY organized or complete and lack an assessment.	Notes are USUALLY well organized and thorough, and include an assessment	Notes are CONSISTENTLY well organized and thorough. Assessments are mostly accurate

4. COMMUNICATION – ORAL PRESENTATIONS	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
COURSE OBJECTIVE Perform a thorough oral presentation, including assessment, with guidance Student formulates and delivers oral patient presentations, including assessments. May require some guidance	Oral presentations are RARELY organized or thorough, usually lack an assessment	Student's presentations are USUALLY organized and thorough, and include an assessment.	Student's presentations are CONSISTENTLY well organized and thorough, and include an assessment.

5. DIFFERENTIAL DIAGNOSIS COURSE OBJECTIVE: Integrate clinical data to formulate a broad differential	<i>NEEDS IMPROVEMENT</i>	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Student integrates clinical data to formulate a broad differential for common presenting concerns	RARELY able to generate any differential diagnosis	USUALLY able to generate a limited differential for common presenting problems.	ROUTINELY generates a broad differential for common presenting problems.

6. DIAGNOSTIC TESTING COURSE OBJECTIVE: Propose diagnostic options for common conditions and for health maintenance and promotion.	<i>NEEDS IMPROVEMENT</i>	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	RARELY able to suggest diagnostic or screening options for common conditions or health promotion	OFTEN able to suggest an initial diagnostic evaluation for common conditions and propose health screening measures.	ROUTINELY suggests diagnostic evaluation for both common and uncommon conditions. Proposes health screening measures.

7. RESPECTFUL COMMUNICATION AND BEHAVIOR	<i>NO</i>	YES
Demonstrate respect for patients, families, caregivers and team members	Does NOT consistently demonstrate respect for patients, families or the care team	Consistently respectful of patients, families and the care team

8. RESPECT FOR PATIENT PRIVACY AND CONFIDENTIALITY	<i>NO</i>	YES
Demonstrate respect for patient privacy and confidentiality.	Inconsistent in respect for patient privacy and confidentiality	Consistently respectful of patient privacy and confidentiality

9. HEALTHCARE TEAM MEMBER BEHAVIOR	<i>NO</i>	YES
Student demonstrates behavior appropriate for a member of the healthcare team	Frequently arrives late or unprepared for preceptor sessions; appears disinterested. Reluctant to participate in clinic tasks	Is consistently prompt and prepared for preceptor sessions. Independently identifies ways to be helpful on the team and performs tasks promptly

10. HONESTY, TRUSTWORTHINESS, AND INTEGRITY	NO	YES
Please evaluate the student's honesty, trustworthiness, and integrity NOTE: A student who demonstrates a lack of accountability, honesty, trustworthiness, and integrity (e.g. lying, plagiarism, and/or fabricating data) and/or inappropriate demeanor will automatically fail the course.	DOES NOT demonstrate honesty, trustworthiness, and integrity (e.g. lying, plagiarism, and/or fabricating or falsifying information)	CONSISTENTLY demonstrates honesty, trustworthiness, and integrity

Please provide specific comments on the student's strengths

Please identify the student's specific areas of weakness and suggest ways to improve.

*15. Do you have any concerns about the student's ethical or professional behavior not addressed elsewhere?

- Yes
- No

If yes, please comment below (required). These comments will not be included in the written evaluation submitted to Student Affairs.