

Patient Log:

Supervision: (3 digit)

Case Presentation: _____

Observation by preceptor & case presentation: _____

Clinical discussion: _____

Other: _____

_____ know how to structure & organize the precepting encounter

_____ obtain feedback from student on teaching style

_____ observe student performance frequently

_____ open-minded & non-judgmental about student ideas

_____ ask students questions in non-threatening manner

Preceptor Self-Rating:

1 = I need a lot of help in this area

2 = I have room for improvement in this area

3 = I am average, typical of good clinical preceptor

4 = I can do this very well, better than most

5 = I have outstanding skills in this area

_____ Create a positive learning climate

_____ stimulate student interest in family medicine

_____ willing to say I don't know

_____ provide privacy in teaching encounter (student)

_____ available to students

_____ enthusiastic and self-confident about teaching

_____ treat student with respect

_____ Exercise control of the precepting session

_____ make efficient use of teaching time

_____ address needs of both patient & learner

_____ Communicate goals and expectations

_____ explicitly state specific knowledge & attitudinal goals for learners

_____ define role expectations for students

_____ Encourage student understanding & retention

_____ explain material clearly

_____ encourage students to paraphrase & clarify

_____ use a variety of teaching tools & visual aids

_____ Provide fair evaluation

_____ identify objective criteria for evaluation

_____ apply uniform grading standards

_____ differentiate between poor, adequate & outstanding students

_____ Feedback

_____ provide feedback in regular & timely manner

_____ emphasize specific, changeable behaviors

_____ give positive, reinforcing feedback

_____ give negative feedback that is constructive & corrective

_____ Encourage self-directed learning

_____ motivate students to do their own learning

_____ encourage outside learning activities

_____ Specific teaching skills

_____ gear teaching to student level of readiness

_____ encourage active student participation in precepting encounter

_____ help student develop logical method of inquiry & problem-solving skills

Student Evaluation of Preceptor: (Outpatient)

0 = Never

1 = Rarely

2 = Sometimes

3 = Usually

4 = Always

5 = Insufficient Exposure

6 = Not applicable

_____ Models desirable interaction with patients

_____ Provides constructive, explicit feedback

_____ Provides clear criteria by which learners know how they will be assessed

_____ Makes evaluations based on first-hand observations

_____ Demonstrates procedures by clearly delineating steps involved

_____ Provides opportunities for resident/student to practice procedures

_____ Encourages, and is available for interaction with resident/student

_____ Approaches problems with resident/student in a collaborative manner

_____ Responds to resident's/student's questions

_____ Delivers organized teaching sessions

_____ Defines and covers objectives

_____ Plans for the amount of time available

_____ Varies the format: lecture, discussion, video review, small group session, demonstration

_____ Uses relevant patient-care examples

_____ Keeps the resident/student actively involved

_____ Provides resources for resident/student to investigate (e.g. handouts, references)

_____ Maintains balance between planned objectives & resident/student input

_____ Encourages resident's/student's independent thinking by asking challenging questions

_____ Assesses resident's/student's needs & abilities

_____ Explains rationale behind medical reasoning

_____ Shows enthusiasm

_____ Acts in a non-threatening manner

_____ Maintains empathy for the resident's/student's position

_____ Asks for feedback, both positive & negative

Preceptor Evaluation of Student: (93-94)

1 = A 2 = B 3 = C 4 = D 5 = F 6 = NA

Knowledge of clinical medicine

___ data base, evidence of study/reading...

Clinical skills

- ___ data gathering
- ___ problem solving
- ___ data organization
- ___ technical/procedural

Physician/Patient Relationships:

___ empathy, caring, professionalism

Personal Characteristics:

___ professional manner, appropriate dress, reliable,...

Interpersonal Relationships:

___ Relationship with faculty, residents staff & peers

Preceptor Evaluation of Student: (95)

1 = Problematic

2 = Adequate but below expected level of training

3 = At expected level of training

4 = Above expected level of training

5 = Clearly outstanding

- ___ Knows signs, symptoms & differential Dx of common problems in ambulatory care setting
- ___ Understands common therapeutic approach to problems in the PCC setting - to include pt. education
- ___ Understands emotional & social problems of patient & dynamics of families
- ___ Understands current health care delivery environment, including issues such as health care costs
- ___ Understands appropriate health promotion, disease prevention & risk behavior
- ___ Conducts a focused patient interview & completes a focused medical history
- ___ Takes a psychosocial & sexual history
- ___ Senses problems not voiced by the patient
- ___ Conducts a physical exam appropriate for presenting problems
- ___ Identifies & synthesizes important data with clarity in patient presentations
- ___ Demonstrates competence in communication of clinical information to pt.
- ___ Creates a differential diagnosis appropriate to presenting problems
- ___ Prioritizes problems in terms of urgency
- ___ Develops appropriate treatment management plans
- ___ Utilizes time efficiently
- ___ Appropriately identifies & refers to medical literature & critically evaluates context of literature

- ___ Fosters doctor/patient family relationships through communication
- ___ Demonstrates the appropriate use of referral & consultant resources by functioning in an effective & coordinated manner within the health care team
- ___ Exhibits professional behavior by being professionally attired, polite & able to accept criticism
- ___ Is on time (does not reschedule site day) does not leave early
- ___ Demonstrates ethical behavior by being honest & respecting confidentiality
- ___ Demonstrates kindness, respect & concern for patient & takes into account gender, ethnic, cultural, sexual preference, religious background, & socio-economic status
- ___ Enthusiastic, takes initiative, volunteers to do "extra" work

FAMILY MEDICINE FACULTY EVALUATION FORM

Resident/Student Name (optional): _____
Resident/Student Year (circle One): 1 2 3 4
Faculty Name (optional): _____

Faculty to be Evaluated: _____

Instructions: Evaluate the faculty listed above. The responses will be shared with the faculty member by the Department Chair.

The following is a list of a variety of instructional methods, techniques, and skills that faculty use in the teaching and training of residents/students. Rate the relative frequency which the faculty normally does each of the following:

- 0=Never (0% of the time)
- 1=Rarely (1-25% of the time)
- 2=Sometimes (26-50% of the time)
- 3=Usually (51-75% of the time)
- 4=Always (76-100% of the time)
- X=Insufficient Exposure
- N/A=Not applicable

I. Clinical Teaching and Supervision (Refers to the interactions with the resident/student in the clinic/hospital while seeing patients.)

Inpatient Outpatient

- | | | |
|-------|-------|---|
| _____ | _____ | Models desirable interaction with patients. |
| _____ | _____ | Provides constructive, explicit feedback. |
| _____ | _____ | Provides clear criteria by which learners know how they will be assessed. |
| _____ | _____ | Makes evaluations based on first-hand observations. |
| _____ | _____ | Demonstrates procedures by clearly delineating steps involved. |
| _____ | _____ | Provides opportunities for resident/student to practice procedures. |
| _____ | _____ | Encourages, and is available for interaction with resident/student. |
| _____ | _____ | Approaches problems with resident/student in a collaborative manner. |
| _____ | _____ | Responds to resident's/student's questions. |

NAME: _____

DATE: _____

CLINICAL PRECEPTOR SELF-RATING FORM

I. Please rate yourself from 1 - 5 on the following scale:

- 1 = I need a lot of help in this area
- 2 = I have room for improvement in this area
- 3 = I am average, typical of a good clinical preceptor
- 4 = I can do this very well, better than most
- 5 = I have outstanding skills in this area

____ A. (Overall) CREATE A POSITIVE LEARNING CLIMATE

- ____ 1. Stimulate student interest in family medicine
- ____ 2. Willing to say I don't know
- ____ 3. Provide privacy in the teaching encounter for student
- ____ 4. Available to students
- ____ 5. Enthusiastic and self-confident about teaching
- ____ 6. Treat student with respect

____ B. (Overall) EXERCISE CONTROL OF THE PRECEPTING SESSION

- ____ 1. Make efficient use of teaching time
- ____ 2. Address needs of both patient and learner

____ C. (Overall) COMMUNICATE GOALS AND EXPECTATIONS

- ____ 1. Explicitly state specific knowledge and attitudinal goals for learners
- ____ 2. Define role expectations for students

____ D. (Overall) ENCOURAGE STUDENT UNDERSTANDING AND RETENTION

- ____ 1. Explain material clearly
- ____ 2. Encourage students to paraphrase and clarify
- ____ 3. Use a variety of teaching tools and visual aids

____ E. (Overall) PROVIDE FAIR EVALUATION

- ____ 1. Identify objective criteria for evaluation
- ____ 2. Apply uniform grading standards
- ____ 3. Differentiate between poor, adequate, and outstanding students

Tally Sheet

Preceptor Videotape Scoring

[Revised 1/20/94]

1. Encourages student participation in a general way (Tell me more; What do you mean?; What do you think?; What did you observe?)
2. Asks for specific knowledge (What is her sugar level? What is the pathophysiological mechanism?)
3. Asks for specific physical observations of patient (What did you observe in the joints? Was the area tender to palpation?)
4. Clarifies, paraphrases or summarizes information obtained from student (So, the joints looked red and swollen)
5. Asks student to make assessment of problem about psychosocial information
6. Develops systematic inquiry and problem-solving in student (Branch technique; heuristics, priority setting, if-then reasoning)
7. Gives specific knowledge, diagnosis
8. Interrupts student
9. Physician lecture that lasts for more than 1 minute (uninterrupted by student)
10. Makes specific recommendation (tells student what to do)
11. Encourages student to develop specific treatment plan
12. Positive feedback (good job, good thinking)
13. Constructive negative feedback (What you might do next time...)
14. Negative feedback (That doesn't make sense; That's incorrect)
15. Observes student
16. Uses teaching tools other than mini-lecture (Gives article, shows video, demonstrates)
17. Encourages outside learning (Rewarding, library search, other activity)
18. Self-disclosure (Personal statement about own practice, personal life, medical mistakes, etc.)
19. Expresses uncertainty
20. Expresses interest in student's personal life, especially balance of family and career? (How's your family?)

VIDEOTAPE EVALUATION FORM

EVALUATIVE QUESTION: Use the following rating scale

- 1 = Is performing at a significantly lower level than most preceptors
- 2 = Is performing at a somewhat lower level than most preceptors
- 3 = Is performing at the same level as most preceptors
- 4 = Is performing at a somewhat better level than most preceptors
- 5 = Is performing at a significantly better level than most preceptors

A. KNOWLEDGE

- _____ 1. Demonstrates understanding of common diagnosis
- _____ 2. Demonstrates clinical judgement

B. CREATES A POSITIVE LEARNING CLIMATE

- _____ 1. Says I don't know (*count*)
- _____ 2. Provides privacy in the teaching encounter for student
- _____ 3. Enthusiastic and self-confident about teaching
- _____ 4. Treats student with respect
- _____ 5. Establishes unrushed, comfortable atmosphere for student

C. EXERCISES CONTROL OF THE PRECEPTING SESSION

- _____ 1. Makes efficient use of teaching time
- _____ 2. Addresses needs of both patient and student
- _____ 3. Appears clear on teaching goals for each patient encounter
- _____ 4. Knows how to structure and organize precepting encounter
- _____ 5. Interruptions of student (*count*)

D. ENCOURAGES STUDENT UNDERSTANDING AND RETENTION

- _____ 1. Explains material clearly
- _____ 2. Encourages student to paraphrase and clarify
(count)
- _____ 3. Uses teaching tools other than mini-lecture
(count)
- _____ 4. Encourages outside learning activities, i.e.,
reading (count)

E. FEEDBACK

- _____ 1. Gives positive, reinforcing feedback (count)
- _____ 2. Gives negative feedback that is constructive
and corrective (count)
- _____ 3. Emphasizes specific, changeable behaviors
(count)

F. SPECIFIC TEACHING SKILLS

- _____ 1. Gears teaching to student level of readiness
- _____ 2. Encourages active student participation in
precepting encounter (count)
- _____ 3. Asks for specific content knowledge (count)
- _____ 4. Helps student develop a logical method of
inquiry and problem-solving skills (count)
- _____ 5. Observes student performance (count)
- _____ 6. Physician-centered lecture (count)
- _____ 7. Open-minded and nonjudgemental about student
ideas

G. PERSONAL

- _____ 1. Appropriate role model as clinician dealing
with patients
- _____ 2. Appropriate self-disclosures (count)
- _____ 3. Expresses appropriate interest in student's
personal life (count)

Total Interview Time: _____

TALLY SHEET

Preceptor Videotape Scoring

1. I don't know
2. Interruptions of student
3. Encourages student paraphrasing, clarifying (Tell me more; What do you mean?)
4. Uses teaching tools other than mini-lecture (Gives article, shows video, demonstrates)
5. Encourages outside learning (Reading, library search, other activity)
6. Positive feedback (Good job, good thoughts)
7. Constructive negative feedback (What you might do next time)
8. Emphasizes specific behaviors (Be sure to check meds, review labs)
9. Encourages student participation (What did you see? What do you think?)
10. Asks for specific knowledge (What is her sugar level? How old is he? What is the most likely cause of this pain?)
11. Develop method of inquiry and problem-solving in student (Branch technique; Heuristics, priorities, if-then reasoning)
12. Observes student
13. Physician lecture (Uninterrupted by student for > 1 minute)
14. Self-disclosure (Personal statement about own practice, personal life, mistakes, etc.)
15. Interest in student's personal life (How is your family?)

ADDENDUM TO VIDEO SCORING

In general, precepting encounter was:

_____ Student - centered

_____ Preceptor - centered

Level of student ability was:

_____ Less than average for MS III

_____ About average for MS III

_____ Better than average for MS III

Suggested criteria for student evaluation:

- a. Evidence of logical thinking
- b. Fund of knowledge
- c. Clinical judgment