



Select appropriate box:

Director or Designee Mid-Rotation Progress Report

Preceptor Progress Report

Student \_\_\_\_\_ Clerkship \_\_\_\_\_

Rotation Site \_\_\_\_\_ Dates \_\_\_\_\_

Student Self Assessment:

What are your strengths?

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What areas are you trying to strengthen or improve and what steps will you take to do so?

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- Marginal - At the lower limits of qualification for success in the medical profession.
- Appropriate - Manifests the skills commiserate with their level of training.
- Outstanding - Exceptional Performance; Exceeds all expectations.
- UE - Unable to evaluate; not applicable.

See back of form for descriptions of marginal, appropriate, and outstanding performance.

Using the descriptors above, please evaluate the student in each category below by checking the appropriate box.

Clinical Performance	Marginal*	Appropriate	Outstanding*	UE	Professionalism & Lifelong Learning	Marginal*	Appropriate	Outstanding*	UE
History/Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows initiative for own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds appropriately to feedback & authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of own limitations and solicits and incorporates feedback to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes responsibility for share of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arrives on time & leaves only when responsibilities are completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DDx/Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Presents self in a professional manner (i.e., demeanor, dress, hygiene)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence-Based Learning & Information Seeking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Treats patients and colleagues with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whole Person Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sensitive to people of other racial, religious, and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Must explain if marginal or outstanding:					Cares about the feelings and needs of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Demonstrates integrity in interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					Demonstrates knowledge of concepts in clinical ethics (i.e., consent, autonomy, surrogacy, advanced care planning, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall/ Formative Comments: \_\_\_\_\_

Overall Summative Comments: \_\_\_\_\_

If this student's overall clinical performance is deserving of honors, please provide justification below: \_\_\_\_\_

Signatures: Student \_\_\_\_\_ Date \_\_\_\_\_  
 Clerkship Director or Designee \_\_\_\_\_ Date \_\_\_\_\_  
 Please Print Name: \_\_\_\_\_

Marginal

Appropriate

Outstanding

*Medical Knowledge*

Marginal understanding of concepts. Inconsistent understanding of patient problems.	Demonstrates understanding of basic pathophysiology. Medical knowledge is appropriate for level.	Broad textbook mastery or directed literature search. Understands therapeutic interventions.
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*History / Interview*

Data gathering is incomplete or disorganized.	Obtains appropriate and accurate history. Usually logical and organized.	Resourceful, efficient, appreciates subtleties. Incorporates additional sources of information.
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*Physical Examination*

Disorganized at times. Not thorough. Insensitive to patient comfort.	Competent exam skills. Sensitive to patient's comfort. Practices universal precautions and sterile technique.	Exam is thorough, directed when appropriate. Elicits subtle findings.
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*Written History & Physical*

Inaccurate data or major omissions. Rarely incorporates databases. Poor chart documentation.	Logical development. Accurate and complete. Generally uses databases.	Always uses databases. Analytical. Thorough understanding of disease process and patient situation.
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*Oral Communication*

Rambling with poor flow of presentation. Includes irrelevant facts. Does not demonstrate ability to synthesize information.	Includes all basic information. Communicates clearly and to the point. Uses active listening.	Poised and organized with thought processes and rationale clearly demonstrated.
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*Interpersonal Skills*

Often poor rapport with patients and colleagues. Disorganized.	Demonstrates rapport with patients and colleagues, respectful. Able to demonstrate empathy. Cooperative member of the team.	Excellent rapport with patients and colleagues. Regularly empathetic. Gains confidence and trust.
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*DDX / Problem Solving*

Inconsistent prioritization of clinic issues. Poor interpretation of data.	Sound diagnostic decisions. Able to generate a reasonable DDX.	Understands complete issues. Interrelates patient problems.
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*Independent Learning*

No evidence of outside reading or not able to incorporate knowledge into patient care. Relies on preceptor for learning.	Reads about patient problems and general related topics. Shows initiative for own learning. Solicits and incorporates feedback into practice.	Seeks out current evidence and continually seeks new learning opportunities. Summarizes information to colleagues. Frequently teaches preceptor/patient.
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*Whole Person Care*

Insensitive to patients' assets in coping with illness. Difficulty in integrating psycho-social and spiritual care with the physical care of patients.	Able to obtain an accurate and comprehensive history, including issues related to age, gender, cultural and social setting, emotional and spiritual.	Facilitates use of patient's assets in coping with illness, including spiritual and religious resources. Applies evidence-based traditional and non-traditional therapies.
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