## Evaluation Forms

### Sample C: Rotation and Preceptor Forms

**Rotation Evaluation Form**

1. **PATIENT RESPONSIBILITIES**

|  |
| --- |
| 1. **ESTIMATED PATIENT NUMBERS**  * average daily number of patients assigned to your care \_\_\_\_\_\_\_\_ * average weekly number of ward or emergency consults \_\_\_\_\_\_\_\_ |
| 1. **CASE MIX**  * Was there a reasonable variety of patients/problems (ie, medical, surgical, trauma, multisystem, CNS, intoxications, etc.)?  **Yes ⃝ No ⃝**   If no, please comment |
| 1. **CLINICAL WORKLOAD (*please be specific – choose 1, 3, or 5*)**   **1 3 5**  Excessive, interfered with Inadequate to obtain appropriate Optimal  educational experience educational experience |
| 1. **SUPERVISION (*please be specific – choose 1, 3, or 5*)**   **1 3 5**  Patient care expectations Little or no opportunity to be Optimal balance of  clearly above level of trainee autonomous responsibility and  and inadequate or inconsistent supervision  supervision |
| 1. **28-HOUR RULE AND ACADEMIC HALF-DAY**   Were you able to:   1. reasonably observe the 28-hour rule? **Yes ⃝ No ⃝**   If no, why?   1. attend your academic half-day or call back?  **Yes ⃝ No ⃝**   If no, why? |

1. **INTERACTIONS WITH FACULTY**

|  |
| --- |
| 1. **ENVIRONMENT**   **1 2 3 4 5**  Unfriendly, unpleasant Respectful and Friendly and made to  and/or intimidating courteous feel integral part of team |
| 1. **STAFF AVAILABILITY**   **1 2 3 4 5**  Difficult to reach/locate Routinely available Always available and easy to approach |
| 1. **INVOLVEMENT IN CLINICAL DECISION-MAKING**   **1 2 3 4 5**  Most decisions made Trainee aware/involved Trainee’s opinion  without trainee’s in all major decisions solicited and considered  knowledge or input in all decisions |

**Rotation Evaluation Form**

1. **TEACHING**

|  |
| --- |
| 1. **INFORMAL (*patient-centered, during daily rounds*)**   **1 2 3 4 5**  Minimal quantity Routinely provided/ Outstanding – always a  and/or quality adequate quality component of patient  rounds and emphasized  evidence |
| 1. **FORMAL (*eg, seminars, divisional rounds, journal clubs, etc.*)**   **1 2 3 4 5**  Grossly inadequate Occurred regularly and Excellent quality and  number and quality were of reasonable trainees intimately involved  relevance to trainee and emphasized evidence |
| 1. **PROCEDURAL/TECHNICAL SKILLS**   **1 2 3 4 5**  Little or no opportunity Reasonable opportunity Routinely involved and  to learn/undertake to learn/undertake supervised in all procedural  procedures procedures skills |

1. **FEEDBACK**

|  |
| --- |
| 1. Did you receive an interim evaluation (verbal or written) **Yes ⃝ No ⃝** |
| 1. Was your final evaluation discussed with you at the end of the rotation? **Yes ⃝ No ⃝** |
| 1. Did staff review and critique your written and/or dictated notes/letters?   **1 2 3 4 5**  Not at all Infrequently Sometimes Regularly Always |
| 1. Did staff review and critique your physical examination skills and findings?   **1 2 3 4 5**  Not at all Infrequently Sometimes Regularly Always |

1. **OVERALL ASSESSMENT OF ROTATION**

|  |
| --- |
| 1. **OBJECTIVES MET**   **1 2 3 4 5**  Few objectives met and/or Major objectives met Exceeded expectations in  superficial exposure to and exposed to all all regards, comprehensive  relevant diseases important diseases exposure to all diseases |
| 1. **EFFECTIVENESS**   **1 2 3 4 5**  Inadequate rotation with Worthwhile educational Extremely enjoyable and  very little learned experience valuable experience |

**Rotation Evaluation Form**

**HOW COULD THIS ROTATION BE IMPROVED?**

**WRITTEN COMMENTS/CLARIFICATION**

**Preceptor Evaluation Form**

**CLINICAL ATTRIBUTES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | | 3 | 4 | | 5 |
| 1. **KNOWLEDGE** | | | | | | |
| Significant gaps evident | | Appropriate for common  clinical problems relevant  to interest/discipline | | | Breadth and depth of knowledge for common, uncommon, and complex clinical problems | |
| 1. **PROBLEM FORMULATION** | | | | | | |
| Failed to consider critical data and/or unable to convey ideas | | Basic clinical data incorporated and impression clear/understood | | | Able to analyze complex cases  with multiple problems and synthesize ideas with ease | |
| 1. **ORGANIZATION** | | | | | | |
| Unable to make thought  processes and opinions  understood | | Clear and made basic  concepts and thoughts understood | | | Very organized approach  to complex scenarios and  able to make difficult issues  easy to understand | |
| 1. **PROBLEM SOLVING** | | | | | | |
| Failed to consider all but  the most common or basic explanations or diagnoses | | Provided a thorough  differential diagnosis and  careful decision-making | | | Able to provide explanations  of complex problems and  regularly incorporate evidence  into decision-making | |
| 1. **RESPONSIBILITY** | | | | | | |
| Failed to review patients in  a timely fashion and unaware  of key problems | | Aware of each patient’s general status and major problems | | | Promptly reviewed all patients in a thorough fashion with attention to detail. Followed patients closely. | |
| 1. **ROLE MODEL AS A CLINICIAN** | | | | | | |
| Failed to demonstrate  positive attributes | | Competent and credible | | | Type of physician one  would strive to emulate | |

**TEACHING SKILLS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | | 3 | 4 | | 5 |
| 1. **FORMAL (SCHEDULED) TEACHING (if applicable)** | | | | | | |
| Failed to provide  scheduled rounds | | Reliably presented  relevant rounds | | | Frequently provided informative, stimulating, and interactive classroom teaching | |
| 1. **INFORMAL TEACHING (in the context of patient care)** | | | | | | |
| Failed to answer questions  or provide explanations  for clinical decisions | | Regularly provided two or three teaching points per case | | | Made every case and clinical  issue a learning opportunity | |
| 1. **RELEVANCE** | | | | | | |
| Discussed rare scenarios  and/or clinically irrelevant  aspects only | | Focused on common  problems and major issue | | | Able to teach in depth and  always around issues of relevance. Routinely accommodated  needs and level of  understanding of trainee. | |
| 1. **ROLE MODEL AS A TEACHER** | | | | | | |
| Should not be responsible  for clinical teaching | | Competent and credible | | | Type of teacher one would  strive to emulate | |

**ATTITUDES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | | 3 | 4 | | 5 |
| 1. **RELIABILITY** | | | | | | |
| Rarely made rounds at appropriate or agreed upon times | | Made rounds regularly and at agreed upon times | | | Routinely placed teaching commitments and times above  all other responsibilities except urgent patient care | |
| 1. **ENTHUSIASM** | | | | | | |
| Appeared disinterested or bored | | Appeared to enjoy patient care and teaching responsibilities | | | Stimulated others to learn and provide excellent care | |
| 1. **FEEDBACK** | | | | | | |
| Rarely provided direction  or feedback | | Routinely provided direction and offered feedback if asked | | | Always provided direction and regularly offered feedback | |
| 1. **AVAILABILITY** | | | | | | |
| Difficult to locate and/or approach | | Routinely available | | | Always available and  easy to approach | |
| 1. **SUPERVISION** | | | | | | |
| Too much responsibility for patient care expected of trainee | | Supervised patient care in detail but failed to allow appropriate level of responsibility | | | Oversaw patient care in a diligent fashion but provided appropriate opportunity for trainee to express opinions and manage patients | |
| 1. **RAPPORT** | | | | | | |
| Indifferent and disinterested | | Courteous and professional | | | Genuinely interested in the  well-being, opinions, and  needs of trainee | |

**TECHNICAL SKILLS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | | 3 | 4 | | 5 |
| 1. **ICU PROCEDURES** | | | | | | |
| Significant lack of  skills in their use  with unstable patients | | Safe use and handling  of procedures and their  optimal sequence | | | Uses advanced techniques  and masters the  indications and process | |

**Preceptor Evaluation Form**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Attendings – insert names below | | | | | | |
|  |  |  |  |  |  |  |  |  |
|  | **Clinical Attributes** |  |  |  |  |  |  |  |
| 1 | Knowledge |  |  |  |  |  |  |  |
| 2 | Problem Formulation |  |  |  |  |  |  |  |
| 3 | Organization |  |  |  |  |  |  |  |
| 4 | Problem Solving |  |  |  |  |  |  |  |
| 5 | Responsibility |  |  |  |  |  |  |  |
| 6 | Role Model as a Clinician |  |  |  |  |  |  |  |
|  | **Teaching Skills** |  |  |  |  |  |  |  |
| 7 | Formal |  |  |  |  |  |  |  |
| 8 | Informal |  |  |  |  |  |  |  |
| 9 | Relevance |  |  |  |  |  |  |  |
| 10 | Role Model as a Teacher |  |  |  |  |  |  |  |
|  | **Attitudes** |  |  |  |  |  |  |  |
| 11 | Reliability |  |  |  |  |  |  |  |
| 12 | Enthusiasm |  |  |  |  |  |  |  |
| 13 | Feedback |  |  |  |  |  |  |  |
| 14 | Availability |  |  |  |  |  |  |  |
| 15 | Supervision |  |  |  |  |  |  |  |
| 16 | Rapport |  |  |  |  |  |  |  |
|  | **Technical Skills** |  |  |  |  |  |  |  |
| 17 | ICU Procedures |  |  |  |  |  |  |  |

Comments:

Signature of Trainee (optional)

Base Specialty (optional)

Date