

**Subject Name**

Class of ----

Rotation: Location

Evaluation Dates

Evaluated by:

Evaluator Name

Class of ----

Acting Internship Preceptor Assessment of Student

Answer questions 1-10 using the modified Ottawa scale as described below:

- A) "I was available just in case." (student required assistance with complex task)
 B) "I directed them from time to time." (student required intermittent prompting)
 C) "I talked them through it." (student able to perform task with repeated direction)
 D) "I did it." (student completely unprepared for task)

1 EPA 1: Gather a history and perform a physical examination:

- utilizes appropriate verbal and non-verbal skills
- questions are guided by the evidence as student collects them
- targets the exam to support or refute the working diagnosis

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case."
☐ "I directed them from time to time."
☐ "I talked them through it."
☐ "I did it."

2 EPA 2: Prioritize a differential diagnosis following a clinical encounter:

- weaves demographics, timelines and signs/symptoms towards differential
- references PMH/PSH and past admissions towards logical differential
- can defend and reject each item in differential

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case."
☐ "I directed them from time to time."
☐ "I talked them through it."
☐ "I did it."

3 EPA 3: Recommend and interpret common diagnostic and screening tests:

- requests imaging studies or labs consistent with differential diagnosis
- can explain pre-test or post-test probabilities for a requested study
- can explain patient's wishes to undergo diagnostic testing

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case."
☐ "I directed them from time to time."
☐ "I talked them through it."
☐ "I did it."

4 EPA 4: Discuss therapeutic orders:

- provides rationale for orders when prompted
- shows understanding of drug-drug interactions/adverse events
- considers health goals/toxicity and costs from patient input

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case." "
- ☐ "I directed them from time to time."
- ☐ "I talked them through it."
- ☐ "I did it."

5 EPA 6: Provide an oral presentation of a clinical encounter:

- verbalizes gaps in knowledge while seeking additional information
- identifies pertinent positives and negatives that support differential diagnosis
- tailor length and complexity of presentation dependent on team/preceptor

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case."
- ☐ "I directed them from time to time."
- ☐ "I talked them through it."
- ☐ "I did it."

6 EPA 7: Form clinical questions and retrieve evidence to inform patient care:

- employs appropriate search engines to refine search strategy
- applies published evidence to various patient care scenarios
- level and consistency of evidence applicable to specific patient

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case."
- ☐ "I directed them from time to time."
- ☐ "I talked them through it."
- ☐ "I did it."

7 EPA 8: Give or receive a patient handover:

- time management is effective during handover process
- identifies severity of illness and conveys comprehensive action plan with contingencies
- provides succinct summaries and uses feedback technique

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case."
- ☐ "I directed them from time to time."
- ☐ "I talked them through it."
- ☐ "I did it."

8 EPA 9: Collaborate as a member of an interprofessional team:

- actively engages with team members to seek counsel
- bidirectional communication style reflects genuine need to solicit
- prioritizes team needs over personal needs

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case."
- ☐ "I directed them from time to time."
- ☐ "I talked them through it."
- ☐ "I did it."

9 EPA 10: Recognize a patient requiring urgent or emergent care:

- responds to early clinical deterioration and need for urgent intervention
- effectively offers support to team members and seeks input
- actively listens to and elicits feedback from patient and family

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case."
- ☐ "I directed them from time to time."
- ☐ "I talked them through it."
- ☐ "I did it."

10 EPA 12: Perform general procedures of a physician:

- shows adequate preparation as well as aseptic technique for procedure
- verbalizes essential anatomy and physiology relevant to procedure
- converses calmly and confidently as reassurance to patient/family

In supervising this student for each task listed above, how much did you participate in the task?

- ☐ "I was available just in case."
- ☐ "I directed them from time to time."
- ☐ "I talked them through it."
- ☐ "I did it."

11 Please identify which of the following professional behaviors the student exhibited outside of what is evaluated above in terms of essential competence and identifiable behaviors. Select all that apply.

- ☐ Altruism
- ☐ Character
- ☐ Empathy
- ☐ Compassion
- ☐ Integrity
- ☐ Social Accountability

12* Did the student display any behaviors that would be considered unprofessional (i.e., lack of compassion, lack of integrity, etc.)? If yes, please comment below in what ways?**13 Please identify which of the following ethical behaviors the student exhibited outside of what is evaluated above in terms of essential competence and identifiable behaviors. Select all that apply.**

- ☐ Student respects patient authority
- ☐ Beneficence
- ☐ Nonmaleficence
- ☐ Justice

14* Did the student display any behaviors that would be considered unethical (i.e., student does not respect patient autonomy, lack of beneficence, etc.)? If yes, please comment below in what ways?**15* Please expand upon the student's behaviors during the rotation and provide examples of why these behaviors were laudatory or in need of improvement. Any other comments are welcome here.****16* Overall comments on performance:****17 Comments to facilitate student's personal growth, NOT intended for inclusion in the Dean's letter (MSPE) if any:**

18 Please indicate here if the student performed below honors level.