



Osteopathic Medical Student Clinical Rotation Evaluation

Student Name:	Dates of Rotation:
Rotation Name/Discipline:	Preceptor Name / Hospital Site:

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #FFD700; padding: 5px; border: 1px solid black;"> Would you like to request CME (Category 2/1B) for this rotation? </div> <div> Yes: <input type="checkbox"/> No: <input type="checkbox"/> </div> </div> <p style="margin-top: 5px;">If YES, please provide the following information (if this section is not complete, your CME request will not be processed):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Preceptor(s) Name (first and last):</th> <th style="width: 10%;">DO / MD</th> <th style="width: 25%;">AOA# (DO only)</th> <th style="width: 30%;">Total Hours Spent w/ Student (Max. 40 hours/week)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>				Preceptor(s) Name (first and last):	DO / MD	AOA# (DO only)	Total Hours Spent w/ Student (Max. 40 hours/week)												
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Directions:

Please complete the following evaluation based upon your judgment of the student's knowledge, skills, and behaviors for his/her stage of training. Written comments will be included on the student's Medical Student Performance Evaluation (MSPE) for residency application.

Competency Domain I: Osteopathic Principles and Practices

	Not competent	Partially competent	As expected for level of training	Above level of training.	Not observed/ Not applicable
1. The student utilizes structure and function to promote health in their approach to the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student performs a structural examination that incorporates static and dynamic evaluation of the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student integrates the structural exam findings into the entire clinical context of the patient to determine the appropriateness of osteopathic manipulative treatment (OMT).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student can safely and competently perform a variety of OMT techniques to all body regions, including verbalizing indications and contraindications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency Domain II: Medical Knowledge

	Not competent	Partially competent	As expected for level of training	Above level of training.	Not observed/ Not applicable
5. The student is able to articulate basic biomedical principles related to the patient presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student is able to articulate basic epidemiological principles related to the patient presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student is able to articulate basic clinical science principles related to the patient presentation. (Osteopathic principles and practice (OPP), metabolic, nervous, musculoskeletal, circulatory, respiratory, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The student recognizes the limits of their personal medical knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The student incorporates recent developments in medical knowledge and evidence-based guidelines into the patient's clinical encounter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency Domain III: Patient Care

	Not competent	Partially competent	As expected for level of training	Above level of training.	Not observed/ Not applicable
History Taking					
10. The student includes mind-body and psychosocial interrelationships to promote health in their approach to the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The student is able to adjust history taking skills and physical examination to various clinical settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The student is able to identify most important issues and generate an appropriate problem list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Examination					
13. The student demonstrates organization, technical accuracy and thoroughness when performing physical examinations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The student demonstrates respect for patient's privacy, comfort, safety and dignity. (use of chaperone, closed door/curtain, proper draping, explains needed exams and obtains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

consent, describes what is being done as the exam progresses)					
Assessment and Plan					
15. The student can accurately determine and provide rationale for which lab-work, imaging studies, and other diagnostic work up are needed based on the patient's presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The student can accurately interpret diagnostic studies and identify clinically significant results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The student is able to integrate the subjective and objective information obtained to formulate a reasonable working diagnosis and appropriate differential diagnosis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The student formulates a treatment plan that is appropriate to the patient's diagnosis and situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The student formulates a treatment plan that includes appropriate education and counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The student records patient information in an accurate, comprehensive, timely, and organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency Domain IV: Interpersonal and Communication Skills

	Not competent	Partially competent	As expected for level of training	Above level of training.	Not observed/ Not applicable
21. Oral case presentations to preceptor or medical team are consistently well organized, complete, and emphasize most of the pertinent history, physical exams, and diagnostic findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The student consistently demonstrates appropriate communication skills with patients. (Use of open ended questions, attention to verbal and non-verbal cues, being non-judgmental, building rapport etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. The student consistently exhibits sensitivity, empathy, and comfort when discussing difficult information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency Domain V: Professionalism

	YES	NO
24. The student demonstrates a high level of integrity in patient care.	<input type="checkbox"/>	<input type="checkbox"/>
25. The student incorporates consideration for culture, gender, ethnicity, sexual orientation, etc. into their patient interactions	<input type="checkbox"/>	<input type="checkbox"/>
26. The student records patient information free of personal bias and/or inappropriate comments	<input type="checkbox"/>	<input type="checkbox"/>
27. The student exhibits a professional appearance and shows attention to self-care.	<input type="checkbox"/>	<input type="checkbox"/>
28. The student exhibits the ability to contribute to the profession and society in a positive manner	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Competency Domain VI: Practice Based Learning and Improvement

	Not competent	Partially competent	As expected for level of training	Above level of training.	Not observed/ Not applicable
29. The student proposes a differential diagnosis that is neither too narrow nor too broad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The student can accurately derive a working assessment appropriate to the patient's presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The student develops and asks well-formed, pertinent clinical questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The student discerns relevant factors, identifies unknowns, and avoids assumptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency domain VII: Systems Based Practice

	Not competent	Partially competent	As expected for level of training	Above level of training.	Not observed/ Not applicable
33. The student demonstrates an understanding of various medical practice settings and medical delivery systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The student maintains a case log is complete and accurate and commensurate with level of training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. The student shared their case log with preceptor on regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
36. "DEAN'S LETTER" (MSPE) COMMENTS *required field Overall Summary of the Student's Performance: Please comment on the student's strengths. Please also comment on areas that provide opportunities for growth and improvement. These comments <u>WILL be</u> recorded verbatim in the "Dean's Letter" (MSPE). <i>(Example: OMS has excellent patient care. OMS is responsive to feedback. OMS has great medical knowledge.)</i>					
37. ADDITIONAL COMMENTS Please add other comments concerning the student's performance that will assist us in his/her further training. Note: These comments <u>WILL NOT</u> be recorded in MSPE.					
38. Based on your expectations of students at this level of training, how would you evaluate this student's OVERALL performance? <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <input type="checkbox"/> Fail <small>Not competent</small> </div> <div style="text-align: center;"> <input type="checkbox"/> Pass <small>Partially competent</small> </div> <div style="text-align: center;"> <input type="checkbox"/> High Pass <small>As expected for level of training</small> </div> <div style="text-align: center;"> <input type="checkbox"/> Honors <small>Above level of training</small> </div> </div>					
39. How many individuals (preceptors, residents, nursing staff, etc.) gave input that was used to complete this evaluation?					_____
40. Was this evaluation reviewed with the student?				<input type="checkbox"/> Yes	<input type="checkbox"/> No
41. Do you have any reservations about the suitability of this student for the practice of medicine?				<input type="checkbox"/> Yes	<input type="checkbox"/> No
42. If YES , please describe below using specific examples to illustrate your concerns.					
PHYSICIAN INFORMATION Print Name: _____ Degree: _____ Email: _____ Phone#: _____ <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%; text-align: center;"> _____ Evaluator's Signature/Date </div> <div style="width: 45%; text-align: center;"> _____ Student's Signature/Date </div> </div> <p style="font-size: small; text-align: center; margin-top: 5px;">ADDITIONAL SIGNATURES MAY BE ATTACHED</p>					
Please return the completed form via email to nwsite@westernu.edu or fax to (541) 259-0290					
Western University of Health Sciences, College of Osteopathic Medicine of the Pacific Attn: Office of Clinical Education, 200 Mullins Drive, Lebanon, OR 97355					