



School of Medicine

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

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This form represents what a longitudinal preceptor would complete at the END of the year. During the year, immersion faculty and additional assessments from preceptors are only a subset of these questions with the option to select as many as the preceptor wants.

Preview Evaluation

Foothills End of Year Preceptor Comprehensive Medical Student Assessment [Version: 12]

Student Performance Evaluation

Foothills End of Year Preceptor Comprehensive Medical Student Assessment

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Student Level | Student level

Course Information

Date	Course	Location	Weeks	Credits
	XXX-YYY: Department Course	Location		

Evaluation Period:

Faculty: Evaluator name

Student: Student name **Email:** cuanschutz.som@oasisscheduling.com

To access resources (videos and handouts) for completing assessments in the Foothills LICs, please go to this page: [Resources for Faculty Completing Clinical Assessments](#)

Question numbers in **red*** are required.

All initial ratings and comments will go to all specialties. At the end you will also have an opportunity to provide comments about specific specialties.

1.* Which clerkship/specialty does this assessment apply to? (Select all that apply.)

- ☐ Family Medicine
- ☐ Internal Medicine
- ☐ Surgery
- ☐ Pediatrics
- ☐ Psychiatry
- ☐ Emergency Medicine
- ☐ Obstetrics and Gynecology

2.* Conflict of Interest

Have you provided health care services (may include psychiatric/psychological counseling) to this student or their primary family members currently or in the past?

- ☐ Yes
- ☐ No

- 3.* Has an agreement been reached among the student, LIC Director, School of Medicine, and you that it is okay for you to assess the student?
- ☐ Yes
- ☐ No - Please scroll to the bottom and click on the **"Save but don't submit - I am not done"** button.
- 4.* What types of patient(s) did you see together as part of this assessment (select all that apply):
- ☐ Pediatric (< 19 years old)
- ☐ Obstetric/Gynecologic
- ☐ Adult (> 18 years old)
- ☐ Psychiatric
- ☐ Surgical

The following questions ask about the level of supervision that the student needs to ensure safe and effective patient care. Answering these questions should NOT be based on billing rules but rather what support you think the student needs to assure safe and effective patient care. Selecting that the student only needs minimal input does not mean that you don't need to teach or that the student doesn't ever make mistakes. Again, this is about safe and effective patient care.

Definitions of **common** and **complex**:

Complex: *Interacting comorbidities, problems with diagnostic uncertainty, uncertainty, biopsychosocial complexity, undifferentiated or doesn't follow typical illness script, persistent or recurrent despite usual care, multiple concerns or issues managed in a visit, navigation of the health care system required, extensive clinical decision-making and follow up required.*

Common: *In the context of the preceptor's practice, a straight-forward visit, a condition that is seen most days/weeks without complicating comorbidities or psychosocial factors.*

Considering all of the specialties that you are assessing the student in, please answer each of the following questions:

- 5.* **History:** For a patient with a **common** concern, if you were to supervise this student again as they gathered a history, how would you assign the task to the student to **ensure safe and effective patient care**?
- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

Only
asked if
minimal
input is
selected in
#5

6.* How would your rating change if the patient was **medically/socially complex or undifferentiated**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

7.* **Physical Exam:** For a patient with a **common** concern, if you were to supervise this student again as they completed a physical exam, how would you assign the task to the student to **ensure safe and effective patient care**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

Only
asked if
minimal
input is
selected in
#7

8.* How would your rating change if the patient was **medically/socially complex or undifferentiated**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

9.* **Describe what you saw the student do for the above tasks (History and Physical Exam). Please provide specific examples and comment on the student's ability to function independently. Remember your goal is to be the eye-witness not the judge and to use verbs more so than adjectives.**

[Rich text](#)

10.* **Differential Diagnosis:** For a patient with a **common** concern, if you were to supervise this student again as they developed a differential diagnosis, how would you assign the task to the student to **ensure safe and effective patient care**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

11.* How would your rating change if the patient was **medically/socially complex or undifferentiated**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

12.* **Management Plan (including suggesting and interpreting lab tests and preventive care):** For a patient with a **common** concern, if you were to supervise this student again as they developed a management plan, how would you assign the task to the student to **ensure safe and effective patient care**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

13.* How would your rating change if the patient was **medically/socially complex or undifferentiated**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

14.* **Describe what you saw the student do for the above tasks. (Differential Diagnosis, Management Plan). Please provide specific examples and comment on the student's ability to function independently. Remember your goal is to be the eye-witness not the judge and to use verbs more so than adjectives.**

[Rich text](#)

15.* **Written Documentation:** For a patient with a **common** concern, if you were to supervise this student again as they provided written documentation of a clinical encounter, how would you assign the task to the student to **ensure safe and effective patient care**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions

16.* How would your rating change if the patient was **medically/socially complex or undifferentiated**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

17.* Oral Presentation: For a patient with a **common** concern, if you were to supervise this student again as they provided an oral presentation of a clinical encounter, how would you assign the task to the student to **ensure safe and effective patient care**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions

18.* How would your rating change if the patient was **medically/socially complex or undifferentiated**?

- ☐ Let the student watch me do it (the student isn't ready to do this task)
- ☐ Do it with the student together (the student needs prompting and direction from me to complete the task)
- ☐ Let the student do it on their own and then repeat all findings or provide substantial input/revisions
- ☐ Let the student do it on their own and then repeat key findings or provide minimal input/revisions
- ☐ Insufficient contact to judge

19.* Describe what you saw the student do for the above tasks. (Written Documentation, Oral Presentation) Please provide specific examples and comment on the student's ability to function independently. Remember your goal is to be the eye-witness not the judge and to use verbs more so than adjectives.

[Rich text](#)

20.* Technical Skills: Is this student ready to perform basic technical skills (bag-mask ventilation, single interrupted suture, pap smear, etc.) under direct supervision?

- ☐ Not yet
- ☐ Almost
- ☐ Yes
- ☐ Insufficient contact to judge

21.* Urgent/Emergent Care: Is the student ready to identify a patient who needs urgent/emergent care independently (evaluate a patient with unstable vital signs, altered mental status, or cardiopulmonary distress and know when to call for help)?

- ☐ Not yet
- ☐ Almost
- ☐ Yes
- ☐ Insufficient contact to judge

22.* Describe what you saw the student do for the above tasks. (Technical Skills, Urgent/Emergent Care) Please provide specific examples and comment on the student's ability to function independently. Remember your goal is to be the eye-witness not the judge and to use verbs more so than adjectives.

[Rich text](#)

Please provide comments for responses of 'Not consistently' and 'Exemplary'

23.* Evidence-based medicine: Did this student consistently form clinical questions, retrieve, and appraise evidence to advance patient care?

- ☐ Not consistently
- ☐ Yes
- ☐ Exemplary (*to be used rarely only for the subset students who truly demonstrate exceptional behavior*)
- ☐ Insufficient contact to judge

24.* Professionalism: Did this student consistently demonstrate the core attributes of professionalism that build trust (reliability, willingness to ask for help/admit limits, integrity, duty, respect, honesty)?

- ☐ Not consistently
- ☐ Yes
- ☐ Exemplary (*to be used rarely only for the subset students who truly demonstrate exceptional behavior*)
- ☐ Insufficient contact to judge

25.* Compassion: Did this student consistently demonstrate behaviors that convey compassion, empathy, respect, and inclusion?

- ☐ Not consistently
- ☐ Yes
- ☐ Exemplary (*to be used rarely only for the subset students who truly demonstrate exceptional behavior*)
- ☐ Insufficient contact to judge

26.* Advocacy: Did this student consistently advocate for the well-being of patients and families?

- ☐ Not consistently
- ☐ Yes
- ☐ Exemplary (*to be used rarely only for the subset students who truly demonstrate exceptional behavior*)
- ☐ Insufficient contact to judge

27.* Situational Awareness: Did this student consistently act in a way that fosters success of the team and its members and promotes cohesive team dynamics (e.g., an awareness of team dynamics, good situational awareness/"reading the room" well, ability to see situations from others' perspectives and high emotional intelligence)?

- ☐ Not consistently
- ☐ Yes
- ☐ Exemplary (*to be used rarely only for the subset students who truly demonstrate exceptional behavior*)
- ☐ Insufficient contact to judge

28.* Interprofessional Collaboration: Did this student engage with an interprofessional team to facilitate patient care?

- ☐ Not consistently
- ☐ Yes
- ☐ Exemplary *(to be used rarely only for the subset students who truly demonstrate exceptional behavior)*
- ☐ Insufficient contact to judge

29.* Self-directed Learning/Agency: Did this student consistently demonstrate responsibility/agency for patient care and their own learning (proactive, consistently follows cohort patients, educates self and others)?

- ☐ Not consistently
- ☐ Yes
- ☐ Exemplary *(to be used rarely only for the subset students who truly demonstrate exceptional behavior)*
- ☐ Insufficient contact to judge

30.* Consideration of Patient Context: Did the student incorporate contextual factors at the individual (e.g. determinants of health, patient values and beliefs), community (e.g. language, culture), and/or structural level (e.g. insurance, resources) into their care of individual patients?

- ☐ Not consistently
- ☐ Yes
- ☐ Exemplary *(to be used rarely only for the subset students who truly demonstrate exceptional behavior)*

31.* Patient Cohort Engagement: How engaged was this student in the clinical care of patients outside of scheduled clinic sessions (i.e. go to specialty appointments with them, see them in the hospital, etc.)?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very
- ☐ Extremely
- ☐ N/A - no opportunities at this site

32. Considering only **Family Medicine**, please provide specific examples of what you observed that are NOT described above. (This box will only be used by the grading committee for Family Medicine. It is designed to be used for those selecting more than one specialty, and it is okay to leave blank if your comments are adequately described above.)

[Rich text](#)

33. Considering only **Internal Medicine**, please provide specific examples of what you observed that are NOT described above. (This box will only be used by the grading committee for Internal Medicine. It is designed to be used for those selecting more than one specialty, and it is okay to leave blank if your comments are adequately described above.)

[Rich text](#)

34. Considering only **Surgery**, please provide specific examples of what you observed that are NOT described above. (This box will only be used by the grading committee for Surgery. It is designed to be used for those selecting more than one specialty, and it is okay to leave blank if your comments are adequately described above.)

[Rich text](#)

35. Considering only **Pediatrics**, please provide specific examples of what you observed that are NOT described above. (This box will only be used by the grading committee for Pediatrics. It is designed to be used for those selecting more than one specialty, and it is okay to leave blank if your comments are adequately described above.)

[Rich text](#)

36. Considering only **Psychiatry**, please provide specific examples of what you observed that are NOT described above. (This box will only be used by the grading committee for Psychiatry. It is designed to be used for those selecting more than one specialty, and it is okay to leave blank if your comments are adequately described above.)

[Rich text](#)

37. Considering only **Emergency Medicine**, please provide specific examples of what you observed that are NOT described above. (This box will only be used by the grading committee for Emergency Medicine. It is designed to be used for those selecting more than one specialty, and it is okay to leave blank if your comments are adequately described above.)

[Rich text](#)

38. Considering only **Obstetrics and Gynecology**, please provide specific examples of what you observed that are NOT described above. (This box will only be used by the grading committee for Obstetrics and Gynecology. It is designed to be used for those selecting more than one specialty, and it is okay to leave blank if your comments are adequately described above.)

[Rich text](#)

39. Do you have any additional comments about the student that is NOT described above? *It is okay to leave blank if you have included sufficient description in the comment boxes above.*

[Rich text](#)

- 40.* Describe what the student needs to do to move to the next level.

[Rich text](#)

- 41.* I have concerns about this student's performance. Please contact me at the number below to discuss.

- ☐ No
☐ Yes
☐ N/A

- 42.* Performance was discussed with the student.

- ☐ Yes
☐ No
☐ N/A

43.*

We wish to celebrate our students' exemplary professionalism in the clinical setting. We are particularly interested in recognizing students who:

- Showed noteworthy involvement in or advocacy for patient care (not just good clinical skills)
- Demonstrated integrity in clinical relationships that built trust
- Interacted with the team in a way that models excellent teamwork with noteworthy rapport, empathy and advocacy
- Displayed personal introspection and the ability to integrate feedback to grow as an excellent clinician

Do you wish to nominate this student for a Professionalism Excellence Award?

- ☐ Yes
☐ Not at this time

44.* Thank you so much for choosing to recognize a student for excellence in professionalism. Please describe the rationale for your nomination based on your experience working with them, highlighting their commitment to promoting a culture of respect, integrity, and duty. All students who are nominated will be reviewed at the end of the year, and a small number of students will be chosen to receive the award. All nominated students will have access to this nomination.

Please choose at least one of the categories below and tell us about the experience you had that makes this student an exemplar of professionalism for each applicable category.

Note, information in the evaluation above will NOT be accessible during nomination review so please do not indicate 'see above' and instead include specifics below (new or copied/pasted from your student evaluation comments).

☐ Involvement

☐ Integrity

☐ Interaction

☐ Introspection

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- Assessment or evaluation access or removal of an assessment or evaluation, please email SOM.Evaluations@cuanschutz.edu
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 - If you are a student, please include your student level (MS1, MS2, MS3, MS4.)
 - If you are a coordinator requesting access, please include your department and supervisor with the list of courses you support.



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