

Tuskegee University College of Veterinary Medicine
 35 (& (3 7 2 5 ¶ 6 (9 \$ / 8 \$ 7 , 2 1 2) 6 7 8 ' (1 7 3 \$ 5 7 , & , 3 \$ 7 , 2 1

STUDENT: _____

INSTRUCTIONS TO PRECEPTOR: This form is to be T ET -nna-4()p5(llee)-d7(ee-2(b)an()-5(ic-2(b)-3(m)etu)r)-3(m)-5(e)d7(ee

rating, based on the descriptions under each rating and category. If you did not observe actions in a particular category, Physical Examination, or if the work done is not relevant to a category, then designate N/A for that category. If you anticipated that the categories with the ** can still be answered by most clinical entities.

Thank you and your staff for mentoring TU students. We also thank you for taking the time to assess each student. Your assessment student ¶ V SHUIRUPDQFH LV HVVHQWLDQ LQ LPSURYLQJ KLV KHU FOLQLFDO DQG FULWLFDO

Below expectations	Acceptable performance	Expected performance	Exemplary performance	Points	N/A
≤7	8	9	10		
1. History/Physical Examination					

Unable to perform accurate a complete histories without Patient Assessment/Clinical De

Problem identification, patient assessments, and/or diagnostic therapeutic plans are usually inaccurate or incomplete. Consistently fails to obtain and properly interpret test results. Has poor understanding of when secondary or tertiary level advice or care should be sought.	Problem identification, patient assessments, and/or diagnostic therapeutic plans are occasionally inaccurate or require assistance. Occasionally fails to obtain and properly interpret test results. Limited understanding of when secondary or tertiary level advice or care should be sought.	Correctly identifies and assesses most of patient's problems. Appropriate diagnostic and therapeutic plans are usually presented. Obtains and assesses most diagnostic test results independently of instructor. Displays good understanding of when secondary or tertiary level advice or care should be sought.	Accurately identifies all patient problems. Appropriate diagnostic and therapeutic plans are always suggested. Diagnostic test results promptly obtained and correctly assessed independently of instructor. Has very clear and sound understanding of when secondary or tertiary level advice or care should be sought.		
3. Diagnostic Skills					

4. Knowledge Base**					

Knowledge base is poor and inconsistent.	Satisfactory knowledge base in most subject areas.	Displays good knowledge base	Displays superior knowledge.		
--	--	------------------------------	------------------------------	--	--

5. Rounds/Journal Discussion and/or Team Meetings**

--	--	--

11. Professionalism/Attitude**			
Often demonstrates a lack of interest. Frequently exhibits unprofessional behavior or uses inappropriate language. Dress is often inappropriate. Appears disinterested in rounds and/or disengaged (texting, surfing on mobile device, carrying on other conversations, sleeping, etc.).	Generally has a positive attitude. Demonstrates to appropriate interpersonal behavior and language. Usually dresses appropriately. Moderate interest in rounds or other patient related activities.	Enthusiastically performs responsibilities without prompting. Behavior, interactions and dress are always appropriate. Good interpersonal skills. Consistently mature, honest and respectful. Engaged in rounds/willing to learn.	Outstanding work ethic. Self-Starter. Behavior, and interpersonal skills are consistently outstanding. Always dresses professionally. Overtly demonstrates maturity, honesty, and respect in interaction with faculty, houseofficers, staff, and peers. Eagerly engaged in rounds.
12. Compliance/Work Ethics**			
Willfully fails to follow given instructions. Argumentative beyond debate level discussion. Unacceptable interpersonal interactions with faculty/house officers, staff, peers. Unwilling to perform required duties. Verbally complaintive about expected duties.	Performs clinical/work duties without significant redirection or prodding. Acceptable interpersonal interactions		

