



STUDENT ASSESSMENT OF CLINICAL PRECEPTOR

The primary purpose of the assessment process is to improve and enhance teaching skills and behaviours in our Faculty. Comments framed in a respectful and constructive manner will be provided to the preceptors. Your feedback could provide them the impetus to continue in the program, and the most useful tips on how to improve. The documentation can be used in decisions about awards, and for Promotion and Tenure where relevant.

As feedback is most helpful to faculty when provided without delay, please be aware that information provided in the first two sections below will be compiled with that from any other students who provided assessment during this time period and will be promptly provided to faculty. The information provided in the last two sections will be used by educational leaders, and the information there in will be provided to the faculty member only in ways that protect anonymity of the student.

TEACHING COMPETENCY	Does well, please continue	An area for further development	Not applicable to my objectives	Cannot Assess
Establishes a Learning Climate • Established a constructive and safe learning environment • Stimulated interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages the Learning Encounter • Integrated learning into the clinical setting • Provided opportunities to improve my physical exam and communication skills • Asked for my input on diagnosis, and therapeutic plan, etc. before providing her/his input • Provided adequate opportunity with information gathering tasks such as history, physical, film reading as applicable to the practice • Provided opportunities to improve my clinical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates Educational Goals • Explained what I am expected to know and do • Gave me responsibility appropriate for my level of experience • Reviewed my patient encounters/procedures and redirected me to other learning settings as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes Understanding and Retention • Asked questions that promoted critical thinking • Gave explanations for patient care that are clear • Taught general rules or "pearls" that I can use in future patient care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses Learner Progress • Probed me for the reasoning behind my decisions • Observed my clinical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides Feedback • Provided me with constructive feedback in a timely and positive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes Self-Directed Learning (SDL) • Stimulated me to learn further on my own • Helped me identify and develop plans to address gaps in my knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content • Modeled compassionate patient-centred care • Modeled a respectful attitude towards and interactions with students, staff, physicians and other health professionals • Provided teaching and the type of patient experience that is relevant to my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on your Preceptor's strengths and how they helped you learn?	Please provide suggestions on how your Preceptor could make the session(s) even better?
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	N/A	Cannot Assess	Very Poor	Poor	Adequate	Good	Excellent
Please provide a global rating of the Preceptor's contribution to your learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments you wish to provide to the course/program director. The course/program director will act upon this information as they see fit, prioritizing protection of your anonymity:



STUDENT ASSESSMENT OF SMALL GROUP WITH EXPERT

The primary purpose of the assessment process is to improve and enhance teaching skills and behaviours in our Faculty. Comments framed in a respectful and constructive manner will be provided to the preceptors. Your feedback could provide them the impetus to continue in the program, and the most useful tips on how to improve. The documentation can be used in decisions about awards, and for Promotion and Tenure where relevant.

As feedback is most helpful to faculty when provided without delay, please be aware that information provided in the first two sections below will be compiled with that from any other students who provided assessment during this time period and will be promptly provided to faculty. The information provided in the last two sections will be used by educational leaders, and the information there in will be provided to the faculty member only in ways that protect anonymity of the student.

TEACHING COMPETENCY	Does well, please continue	An area for further development	Not applicable to my objectives	Cannot Assess
Establishes a Learning Climate • Established a constructive and safe learning environment • Encouraged active participation of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages the Learning Encounter • Collaborated with learners in deciding what should be covered • Organized and used time efficiently • Addressed objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates Educational Goals • Communicated level of expected knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes Understanding and Retention • Ensured relevance and application is made clear • Encouraged and facilitated active problem solving, or "hands on" learning as relevant for session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses Learner Progress • Assessed my mastery of competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides Feedback • Provided feedback in a timely and constructive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes Self-Directed Learning (SDL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content • Appeared well prepared • Covered appropriate ground given objectives and time allocated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on your Tutor's strengths and how they helped you learn?	Please provide suggestions on how your Tutor could make the session(s) even better?
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	N/A	Cannot Assess	Very Poor	Poor	Adequate	Good	Excellent
Please provide a global rating of the Tutor's contribution to your learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments you wish to provide to the course/program director. The course/program director will act upon this information as they see fit, prioritizing protection of your anonymity:
