

Appendix F Completed by Preceptor

BEHAVIORAL PROFESSIONALISM ASSESSMENT FORM
Experiential Version

Student:
Preceptor:
Date:
Site:

INSTRUCTIONS:

Rate your student on the following items using the rating system described below. A rating of 3 should serve as the starting point. If you feel your student performed satisfactorily, "average," or met minimum requirements for a particular item, rate that student a "3" for that item. If a student demonstrated above average or excellent performance for a particular item, rate that student a "4" or "5," respectively. Conversely, if a student performed below average or unsatisfactorily on a particular item, that student should rate a "2" or "1," respectively. If you have no basis for judgment on a particular item, use the "N" rating. Base your ratings on your overall impressions of your student's behavior during this rotation.

Rating descriptor guides:

5 = Student demonstrated excellent skills in this area; was extremely effective and/or very consistent (could serve as a model).
 4 = Student demonstrated very good skills in this area; was above average in effectiveness and/or consistency.
 3 = Student demonstrated satisfactory skills in this area; was generally effective and/or consistent but needs some improvement (appropriate for this level).
 2 = Student needs improvement in this area; was somewhat ineffective and/or inconsistent.
 1 = Student needs significant improvement in this area; was ineffective and/or inconsistent (performance was unsatisfactory).
 N = Not enough evidence to evaluate.

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| 1. Student is reliable and dependable, <i>i.e.</i> , can be counted on to fulfill responsibilities and meet expectations. | 5 | 4 | 3 | 2 | 1 | N |
| 2. Student practices personal hygiene, <i>i.e.</i> , maintains personal health and grooming habits acceptable to practice setting. | 5 | 4 | 3 | 2 | 1 | N |
| 3. Student produces quality work, <i>i.e.</i> , tasks and assignments are complete, accurate, and meet their respective objectives. | 5 | 4 | 3 | 2 | 1 | N |
| 4. Student is empathic, <i>i.e.</i> , demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others. | 5 | 4 | 3 | 2 | 1 | N |
| 5. Student behaves in an ethical manner, <i>i.e.</i> , acts in patients' best interests; acts in accord with the profession's and/or practice site's code of ethics. | 5 | 4 | 3 | 2 | 1 | N |
| 6. Student communicates articulately, <i>i.e.</i> , clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience. | 5 | 4 | 3 | 2 | 1 | N |
| 7. Student is punctual, <i>i.e.</i> , arrives at practice site and meetings early or on time; meets deadlines for completion of tasks and responsibilities. | 5 | 4 | 3 | 2 | 1 | N |
| 8. Student uses time efficiently, <i>i.e.</i> , allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others' time wisely. | 5 | 4 | 3 | 2 | 1 | N |
| 9. Student is self-directed in undertaking tasks, <i>i.e.</i> , after initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; self-motivated; functions independently; seeks additional tasks after completing originals. | 5 | 4 | 3 | 2 | 1 | N |
| 10. Student maintains confidentiality, <i>i.e.</i> , engages in discussions or other activities involving patient- and/or site-specific information for purposes of fulfilling professional responsibilities <u>only</u> ; maintains confidential nature of patient- and/or site-specific documents. | 5 | 4 | 3 | 2 | 1 | N |
| 11. Student is respectful, <i>i.e.</i> , demonstrates regard for patients, superiors, colleagues, other personnel, and property; acts in a manner that shows recognition that he/she is a guest at the practice site as a professional student. | 5 | 4 | 3 | 2 | 1 | N |

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Rating descriptor guides:

5 = Student demonstrated excellent skills in this area; was extremely effective and/or very consistent (could serve as a model).
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 3 = Student demonstrated satisfactory skills in this area; was generally effective and/or consistent but needs some improvement (appropriate for this level).
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12.	Student communicates using appropriate body language, <i>i.e.</i> , utilizes gestures and mannerisms that enhance formal and informal communication.	5	4	3	2	1	N
13.	Student demonstrates accountability, <i>i.e.</i> , holds oneself liable for tasks/duties/responsibilities that he/she is responsible; does not blame others for mistakes or mishaps, nor avoids responsibilities.	5	4	3	2	1	N
14.	Student prioritizes responsibilities effectively, <i>i.e.</i> , organizes and approaches multiple tasks and assignments in a manner to produce desired outcomes.	5	4	3	2	1	N
15.	Student accepts and applies constructive criticism, <i>i.e.</i> , responds openly and positively to feedback; modifies behavior if necessary.	5	4	3	2	1	N
16.	Student puts others' needs above his/her own, <i>i.e.</i> , demonstrates an attitude of service by taking the necessary time and actions to help others; gives of oneself to benefit others.	5	4	3	2	1	N
17.	Student is nonjudgmental, <i>i.e.</i> , demonstrates an attitude of open-mindedness towards others and situations; does not "stereotype" others or prejudge situations.	5	4	3	2	1	N
18.	Student communicates assertively, <i>i.e.</i> , actively and appropriately engages in dialogue or discussion; not afraid to provide his/her viewpoint.	5	4	3	2	1	N
19.	Student is an active learner, <i>i.e.</i> , seeks knowledge; asks questions; searches for information; takes responsibility for own learning.	5	4	3	2	1	N
20.	Student is cooperative, <i>i.e.</i> , non-argumentative; willing and helpful.	5	4	3	2	1	N
21.	Student is diplomatic, <i>i.e.</i> , is fair and tactful in all dealings with patients, superiors, colleagues, and other personnel.	5	4	3	2	1	N
22.	Student "follows through" with responsibilities, <i>i.e.</i> , if task is left incomplete or problem is not resolved, student seeks aid or explains situation to parties who can follow-up on task or problem.	5	4	3	2	1	N
23.	Student wears appropriate attire, <i>i.e.</i> , adheres to dress code (written or unwritten); attire is acceptable to practice setting.	5	4	3	2	1	N
24.	Student demonstrates confidence, <i>i.e.</i> , acts and communicates in a self-assured manner, yet with modesty and humility.	5	4	3	2	1	N
25.	Student demonstrates a desire to exceed expectations, <i>i.e.</i> , goes "above and beyond the call of duty;" attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities.	5	4	3	2	1	N