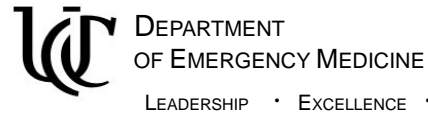


PRECEPTOR: _____ DATE: _____



MEDICAL STUDENT EVALUATION
of EM SUPERVISOR

LEADERSHIP • EXCELLENCE • OPPORTUNITY

Based on your learning experience across the entire shift, please circle the individual behaviors that you feel most represent your learning experience and circle the most appropriate overall score for each domain:

Domains	Level 1	Level 2	Level 3	Level 4	Level 5
Learning Climate <div style="border: 1px solid gray; padding: 2px; width: fit-content;">Level 4 ▾</div>	<ul style="list-style-type: none"> Does not discuss my goals and objectives Does not set expectations for the shift Supervisor's behavior is unprofessional Does not use my name in interactions 	<ul style="list-style-type: none"> Exclusively waits for me to find learning opportunities (patients, procedures, interesting exam findings) I was treated as an observer or shadow 	<ul style="list-style-type: none"> Teacher discusses own goals and expectations for me near start of shift Sets general, nonspecific learning goals Teacher seeks out learning opportunities with me Supervisor was professional in interactions with me 	<ul style="list-style-type: none"> Goals are learner-centered Sets own expectations for shift while also soliciting my expectations Seeks out learning opportunities that match my goals and objectives 	<ul style="list-style-type: none"> Works with me to match my goals with his/her assessment of my educational needs Supervisor is a professional role model Transmits enthusiasm for learning environment
Content Teaching <div style="border: 1px solid gray; padding: 2px; width: fit-content;">Level 5 ▾</div>	<ul style="list-style-type: none"> Repeatedly avoids teaching opportunities Does not elucidate my thought process Teaches with a didactic approach 	<ul style="list-style-type: none"> Teaching points unrelated to recent or current patient encounters Teacher's style primarily didactic but incorporates interactive components Teaching points do not match my own perceived ability 	<ul style="list-style-type: none"> Chooses topics for mini lessons based on recent or current patient encounters Encourages me to share and justify my thought process Uses additional resources (electronic, text, etc) to answer clinical questions 	<ul style="list-style-type: none"> Topics related to goals/objectives Topics are patient-centered and evidence-based Guides me in the acquisition of information to answer clinical questions Teaching points target areas for improvement in my knowledge base 	<ul style="list-style-type: none"> Effectively uses teachable moments to teach subjects pertinent to patient encounters Uses targeted questions to guide my clinical reasoning Teaching points involve ED-wide and/or system-level effects on patient care Teaching points are patient-centered and evidence-based
Supervision <div style="border: 1px solid gray; padding: 2px; width: fit-content;">Level 4 ▾</div>	<ul style="list-style-type: none"> Supervisor present only when asked Supervisor institutes care plan without reverence to and independent of my input 	<ul style="list-style-type: none"> Supervisor sees the majority of my patients with me (I am observed or I observe my supervisor) While care plans are discussed, orders are entered for me by my supervisor 	<ul style="list-style-type: none"> Supervisor sees the majority of my patients independently while I work on other tasks Heavily guides development of the patient care plan Provides guidance when requested/needed or during teachable moments 	<ul style="list-style-type: none"> Sees patients independently and in an unobtrusive manner Recognizes when I need more guidance, stepping in when appropriate 	<ul style="list-style-type: none"> Provides appropriate balance of supervision and autonomy tailored to my level of training and skill Allows me to integrate my supervisor's experienced perspective into my own decision making
Feedback & Evaluation <div style="border: 1px solid gray; padding: 2px; width: fit-content;">Level 5 ▾</div>	<ul style="list-style-type: none"> Does not provide feedback at all 	<ul style="list-style-type: none"> Provides excessive, general, or unhelpful feedback Provides brief, non-specific feedback that is primarily positive in nature (ex: "Great job") 	<ul style="list-style-type: none"> Provides specific, positive feedback Able to provide general or non-specific constructive/negative feedback Feedback is timely in nature 	<ul style="list-style-type: none"> Provides a mix of positive and negative feedback Readdresses feedback Feedback given throughout shift 	<ul style="list-style-type: none"> Provides specific constructive criticism and plans for improvement Feedback is timely, specific, and goal-oriented I was given the opportunity for self assessment Asked me for feedback on my learning experience

In this space, please take a moment to provide some specific comments for your preceptor, including positive feedback and opportunities for improvement: