

Appendix

A. Programmatic Level Educational Objectives

Graduates of the Burrell College of Osteopathic Medicine Doctor of Osteopathic Medicine degree program will be able to:

1. Integrate knowledge and skills acquired from the biomedical, clinical, social, and behavioral sciences to provide patient care in a supervised setting.
2. Demonstrate competence in the skills of osteopathic manipulative treatment and the application of osteopathic philosophy in patient care.
3. Demonstrate professionalism, characterized by honesty, integrity, ethical behavior, empathy, and responsibility.
4. Communicate effectively with patients, families, faculty, peers, and other members of the healthcare team.
5. Critically appraise, evaluate, and apply scientific evidence to inform patient care and research.
6. Demonstrate awareness of the roles and interactions of professionals within the healthcare system and identify resources to optimize patient care at the individual and community levels.
7. Identify the specific healthcare needs of diverse populations and the ways in which the medical community responds.

B. AOA Osteopathic Core Competencies

1. Osteopathic Philosophy and Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice

Rotation (circle one)

IM 1 IM 2 FM 1 FM 2 Surg 1 Surg 2 OBGYN Peds Psych Elective

*The purpose of this evaluation is to identify the student's strengths and weaknesses so that adequate time remains to correct problems and to give the students the opportunity to improve performance. * A copy of this evaluation must be on file prior to receiving final grade.

*This evaluation WILL NOT count toward the student's final grade.

*The student must upload the completed and signed form into Leo for Clerkship Director's review.

| STUDENT SELF-REFLECTION | |
|-------------------------|--------------------------|
| Your Clinical Strength | Your Clinical Weaknesses |
| | |
| Your Clinical Goals | |
| | |

THIS PORTION MUST BE COMPLETED BY THE PRECEPTOR

| Objective | Needs Significant Improvement | Needs Some Improvement | Progressing Well Towards Standard | Definition of outstanding performance |
|---|-------------------------------|------------------------|-----------------------------------|---|
| The student's fund of knowledge | | | | This student's knowledge of basic and clinical science is advanced beyond expectation for this point in development and superior to other students. |
| The student's attentiveness during patient encounters and case presentations | | | | This student is an active participant who engages in patient-centered dialogue during patient encounters, asks thoughtful questions and displays an insight into cases beyond expectations. |
| The student's recognition of critical signs and symptoms obtained from patient assessments | | | | This student is accomplished at assembling critical patient data from the medical record or through performance of a patient interview and physical examination. |
| The student use of available data to generate an accurate differential diagnosis | | | | In most instances, this student is able to derive an accurate and evidence-based differential diagnosis from available patient data. |
| The student's generation of an appropriate diagnostic /treatment /management plan based upon the differential diagnosis | | | | This student routinely applies evidence-based criteria in correctly forming diagnostic and treatment plans. Performance in this regard is beyond expectation. |
| The student's application of diagnostic, treatment and management strategies gained from prior cases | | | | This student routinely applies knowledge and skills from prior clinical experiences in providing patient care |
| The student's professional demeanor and attitude | | | | This student demonstrated a level of ethical and professional conduct that was mature beyond expectations for a trainee at this level. |
| The student's holistic approach to patient care that relates structure to function | | | | This student routinely recognizes and employs osteopathic principles of health care that maximize wellness, self-healing and identification of structural manifestation of organic dysfunction. |
| The students as a member of the health care team | | | | This student routinely recognized the contributions of other professionals and allied services and participated in a team approach to providing patient care. |

Reviewed Clerkship Requirements NO YES

Deficiencies Noted NO YES  *Forward for Remediation Plan*

Preceptor Summary

Student Printed Name

Preceptor Printed Name

Student Signature Date

Preceptor Signature Date