

STUDENT ENCOUNTER #1

Your student has approached you for feedback on how she/he is doing so far in the rotation. Your response is to be vague and general when the student asks (e.g., “You’re doing a great job,” “no problems,” “doing fine”).

STUDENT ENCOUNTER #2

Your student has approached you for feedback on how she/he is doing so far in the rotation. The student’s goals were to write succinct, half-page progress notes and provide clear information to patients. Give specific feedback on working with staff and being more professional—no feedback on student’s goals.

STUDENT ENCOUNTER #3

Your student has approached you for feedback on how she/he is doing so far in the rotation. The student wants specific feedback on areas for improvement. Give feedback with no suggestions for improvement (no action plan) on presentations that were disorganized (chronology unclear & too many editorial comments) and differential lists that were too short (only 2-3 diagnoses).

PRECEPTOR

PRECEPTOR

PRECEPTOR

STUDENT ENCOUNTER #1

You want to ask your preceptor for feedback on how you are doing so far in the rotation. You are especially interested in improving your H&P interview skills and communicating with patients.

STUDENT ENCOUNTER #2

You want to ask your preceptor for feedback on how you are doing so far in the rotation. Your goals for the rotation are to write succinct, half-page progress notes and provide clear information to patients when you talk with them.

STUDENT ENCOUNTER #3

You want to ask your preceptor for feedback on how you are doing so far in the rotation. You know your presentations are a little disorganized and you need to work on your differential diagnosis development, too. You would really like help in these areas and some suggestions for improvement.

STUDENT

STUDENT

STUDENT

STUDENT ENCOUNTER #1

1. Was the feedback clear, specific, useful, and behaviorally based?
2. What type of feedback did the student receive?
3. What was the reaction from the student? The preceptor?
4. Describe how the preceptor could improve her/his feedback.

STUDENT ENCOUNTER #2

1. Was the feedback clear, specific, useful, and behaviorally based?
2. What type of feedback did the student receive?
3. What was the reaction from the student? The preceptor?
4. Describe how the preceptor could improve her/his feedback.

STUDENT ENCOUNTER #3

1. Was the feedback clear, specific, useful, and behaviorally based?
2. What type of feedback did the student receive?
3. What was the reaction from the student? The preceptor?
4. Describe how the preceptor could improve her/his feedback.

OBSERVER

OBSERVER

OBSERVER