

Student's Name: _____ Year: _____ Preceptor: _____

Supervisor: Based on your experience with the above named student, please evaluate him/her on the attributes listed below by placing a score for each item based on the provided description. Use the score column to assign a value of Poor (1), Average (2), or Excellent (3) for each quality. Space is also provided at the end of the evaluation for additional comments. If you have any questions, please contact the Clinical Fieldwork Coordinator at 292-4487. Thank you for your time and effort in evaluating this candidate.

Student: The results of this evaluation will be used as partial criteria for admission into the Athletic Training Program at The Ohio State University. While you have a right to review this evaluation and all of your admission related materials, most students prefer to waive their right to review the results of this evaluation to eliminate the possibility of bias. If you waive your right to review this evaluation, you acknowledge that neither the Athletic Training Program nor your evaluator will disclose the contents of the evaluation to you. Please select and check a box below.

I **WAIVE** my right to review this evaluation
 I **DO NOT WAIVE** my right to review this evaluation

Student Signature *Date*

As you consider indicators of potential success in the Athletic training program, please provide feedback on the above mentioned applicant for both strengths and weaknesses.

<u>STRENGTHS</u>	<u>WEAKNESSES OR CONCERNS</u>

PERSONAL QUALITIES

	Poor / 1	Average / 2	Excellent / 3	Score
Respectfulness	Disrespectful; difficulty with authority; negative influence in the clinical environment attitude does not earn the respect of others.	Compliant; considerate of students patients, and staff; neutral influence in the clinical environment; respectful of others.	Cooperative; positive influence in the clinical environment; attitude earns the respect of others.	
Initiative	Passive observer; seldom seeks out opportunities; avoids tasks; only participates when directed by supervisor; lazy; needy.	Interested observer; Occasionally seeks out opportunities; Participates willingly when directed but seldom initiates; Relies on supervisor and students to tell them what they need to know instead of seeking out learning.	Engaged Participant; Frequently seeks out opportunities independently; Participates eagerly when directed; often initiates activities; takes responsibility for own learning; self-reliant.	
Self-Confidence	Overly fearful of mistakes / resistant to perform tasks; not assertive; submissive.	Hesitant to perform new tasks without coaching; always willing to try familiar tasks	Enthusiastically performs new tasks; self-assured when performing familiar tasks; assertive.	
Adaptability	Difficulty adjusting to change; rigid; socially/contextually unaware; does not "read" situations well.	Takes time to adjust to change; conforms to environment; follows directions, willing to adapt/change when needed.	Responds to change well; demonstrates flexibility; Socially/contextually aware; Adjusts behavior to fit situation; adapts quickly to new situations.	
Dependability	Fails to gain others' trust; frequently fails to accomplish assigned tasks; inconsistent, unreliable.	Usually accomplishes assigned tasks; steady; reliable.	Consistently accomplishes tasks; trustworthy for critical tasks; sets example; extremely reliable.	
Maturity	Immature; engages in horseplay; unfocused; socially inappropriate; situationally unaware; hyperkinetic; distracted	Most of the time demonstrates socially appropriate behavior, situationally aware; on-task; self-controlled	Always on task and appropriate conduct and situational awareness; sets example; projects sense of duty and trustworthiness	
Resilience / Persistence	Gives up easily when facing hardship; defeated by mistakes or difficulties; avoids facing difficult situations; disengages instead of overcomes; negative outlook	Often seeks solutions to difficulties; looks for alternative before giving up; overcomes minor hardships; faces difficult situations when needed; positive outlook	Consistently seeks solutions to difficulties; fights hard before giving up; overcomes significant hardships; faces difficult situations without hesitation; Positive outlook	

PROFESSIONALISM

	Poor / 1	Average / 2	Excellent / 3	Score
Attentiveness & Courtesy	Creates controversy; argumentative; ignores or avoids patients, clients and colleagues of the facility.	Acknowledges patients, clients and colleagues of the facility. Tactful or neutral in most interactions.	Positively greets and interacts with patients, clients and colleagues of the facility. Tactful / appropriate response in difficult situations.	
Cooperation	Ignores suggestions; confrontational; hostile; inappropriate tone in response to instructions. Seldom assists with tasks or interactions when asked.	Agreeable, follows through with instructions; interacts with others when asked.	Pleasant/ friendly response to instruction; consistently assists with tasks; participates with others without guidance.	
Confidentiality	Lacks discretion with communicating patient information; carelessly handling medical information.	Maintains patient confidentiality; refrains from discussing patient information.	Maintains patient confidentiality; appropriate at all times in discussing patient information.	
Grooming & Professional Attire	Sloppy grooming; unkempt; inappropriate attire (revealing or not functional); dismissed from observation due to attire or grooming.	Usually neat, appropriate attire (functional, not revealing); acceptable grooming; meets student handbook expectations.	Consistently neat and displays appropriate attire and grooming; professional appearance.	
Punctuality	Seldom arrives on time; fails to contact appropriately if forced to be late	Usually Arrives on time; contacts appropriately if forced to be late	Consistently arrives early; confirms arrival time beforehand; contacts appropriately if forced to be late	
Ethics / Integrity	Lacks honesty / lies / fabricates; not attentive to needs of others; treats some patients/sports differently than others; flirtatious; cuts corners; lacks moral compass; selfish; untrustworthy	Generally honest; Usually attentive to needs of others; rarely shows favoritism; usually does things the right way; has moral compass; more selfless than selfish; generally trustworthy	Consistently Honest; attentive to others; unbiased; no favoritism; stands for doing things the right way instead of cutting corners; moral compass well developed; consistently selfless; fully trustworthy	



Cultural Competence	Expresses judgmental opinions; refuses to interact with all staff, students, and patients; lacks respect for differences; intolerant.	Tolerant of differences, refrains from controversial discussions or behaviors, respectful.	Tolerant; demonstrates an inclusive attitude; treats everyone respectfully, advocates for others.	
Responsiveness to Feedback	Reacts defensively to feedback; gives excuses; blames others; ignores feedback.	Responds positively to feedback, some improvements seen following feedback.	Attentive to positive & negative feedback; consistent improvements made following feedback.	
Teachability	Close-minded; unwilling to change; not accepting of challenge or correction.	Moldable; willing to accept challenge; open to instruction.	Quick learner; responds well to challenges; open to correction.	

COMMUNICATION & SKILLS

	Poor / 1	Average / 2	Excellent / 3	Score
Verbal Skills	Unclear speech; difficult to understand; does not verbalize thoughts clearly; overly quiet; seldom engages with others.	Uses appropriate language; easy to understand, responds clearly to questions; engages appropriately with others.	Uses expected terminology of a healthcare professional; engages in appropriate dialogue with others.	
Inquisitiveness	Rarely asks questions; timing of questions is inappropriate; appears disinterested.	Periodically asks relevant questions of students and staff.	Frequently asks questions; timing of questions is appropriate; interest in learning and improving.	
Ability to Follow Instructions	Asks same questions repeatedly; has to be reminded of tasks frequently; makes repetitive mistakes, seldom able to follow instructions.	Completes tasks correctly after initial instruction and guidance; makes minimal mistakes; learns from mistakes.	Thinks through steps independently; consistently completes tasks correctly after initial instruction; applies past instructions to new situations.	
Use of Down Time	Needs constant attention or creates distraction; avoids tasks; unproductive; socializes; frequently on cell phone/texting.	Usually uses time to practice skills, occasionally asks for additional tasks to complete; attentive to facility upkeep.	Inventive; frequently uses time to refine or learn new skills; takes ownership of facility upkeep; finds productive tasks to complete.	
Listening Skills	Limits eye contact; easily distracted when talking to others; does not retain information; distracted, inattentive	Maintains eye contact; seems interested in what others are saying; responsive; attentive.	Maintains eye contact; recalls information for later use; always engaged and attentive; confirms unclear instructions.	
Body Language	Exhibits disinterested body language; sits around; flirtatious; suggestive or other uncomfortable behaviors.	Exhibits appropriate body language; rarely sits or displays distant/ indifferent behaviors; interested	Exhibits appropriate behaviors within appropriate spacing; enthused.	
Application of Skills and Knowledge	Seldom attempts class or clinical skills; shows no evidence of improvement/ learning, unengaged.	Demonstrates class and clinical knowledge when asked; shows gradual improvements.	Eager to use skills learned in class and clinical settings; offers to assist with familiar tasks.	

INDICATORS OF POTENTIAL SUCCESS

	Poor / 1	Average / 2	Excellent / 3	Score
Understanding of AT profession	Seems to not understand AT or what we do; confuses AT with other professions; doesn't seek to improve understanding.	Able to identify common roles and responsibilities of an AT; understands nature of profession	Able to clearly identify roles and responsibilities of an AT; understands the path to earning credentials; embraces role of an AT.	
Future goal as an AT	Uninterested in becoming an AT; more interested in other professions.	Goal is to become an AT but unsure of possible setting or specific future goals.	Can clearly articulate future goals within the AT profession.	
Interest in AT Profession	Seems to dislike most tasks; bored with observation experience; has a dispassionate or negative view of the profession.	Seems to enjoy most tasks; positive opinion of AT profession, engaged during observation	Enthusiastic about completing tasks; asks questions about current topics AT profession; enthusiastic about future as an AT.	
Self-Motivated	Lazy, disengaged, avoids involvement; undisciplined; constantly seeks others to direct them.	Willing to complete all assigned tasks, involved in additional activities when asked; sometimes initiates.	Engaged whenever possible; took opportunities to assist others, demonstrated discipline and drive.	



SCORE

Total all the individual items above to assign a final evaluation score.

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Preceptor Signature _____ Date _____