

SUNY Cortland

Mid-Semester Performance Evaluation Healthcare Management Fieldwork

Student Name: _____

C Number: _____

Agency Supervisor: _____

Semester and Year: _____

Directions: The mid-semester evaluation should be completed by the person(s) in the best position to assess the student based on familiarity with the student’s work and frequent opportunities for observation. More than one agency staff member may contribute to the evaluation. Please check the score for each criterion listed below. If the student has not had an opportunity thus far to demonstrate the knowledge or skill for a particular criterion, please mark N/A for not assessed. The student’s grade will not be affected by N/A scores. As you complete the evaluation, please consider the performance level expected for an entry-level healthcare management professional. After completion, please review the mid-semester evaluation with the student and have the agency supervisor and the student sign and date the form. The student is responsible for submitting the completed evaluation to the college supervisor.

Professional Development

1. The student arrives to the site when expected.

Table with 6 columns: Never (checkbox 1), Rarely (checkbox 2), Sometimes (checkbox 3), Very Often (checkbox 4), Always (checkbox 5), N/A (checkbox)

2. If changes in the student’s schedule occur, the student informs all affected by the change in a timely manner.

Table with 6 columns: Never (checkbox 1), Rarely (checkbox 2), Sometimes (checkbox 3), Very Often (checkbox 4), Always (checkbox 5), N/A (checkbox)

3. The student conforms to the organization’s dress code as appropriate for the activities of the day.

Table with 6 columns: Never (checkbox 1), Rarely (checkbox 2), Sometimes (checkbox 3), Very Often (checkbox 4), Always (checkbox 5), N/A (checkbox)

4. The student has a professional attitude and demeanor.

Table with 6 columns: Never (checkbox 1), Rarely (checkbox 2), Sometimes (checkbox 3), Very Often (checkbox 4), Always (checkbox 5), N/A (checkbox)

5. The student can be expected to conduct activities without constant supervision.

Table with 6 columns: Never (checkbox 1), Rarely (checkbox 2), Sometimes (checkbox 3), Very Often (checkbox 4), Always (checkbox 5), N/A (checkbox)

6. The student is flexible and adaptable, and when necessary, perseveres despite difficulties to accomplish tasks or planned activities.

Table with 6 columns: Never (checkbox 1), Rarely (checkbox 2), Sometimes (checkbox 3), Very Often (checkbox 4), Always (checkbox 5), N/A (checkbox)

Mid-semester HCM Evaluation

7. The student completes tasks in a timely manner.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

8. When interacting with employees, visitors, customers, clients, etc., the student demonstrates an awareness of organizational and departmental procedures.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

9. The student maintains confidentiality and applies ethical principles as necessary.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

Critical Thinking and Communication Skills

1. When appropriate, the student asks questions that indicate an interest in deeper or broader aspects of healthcare management.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

2. When confronted with a complex problem (project or situation), the student coordinates several activities, ideas and thoughts to solve the problem.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

3. When appropriate, the student gives thought to and makes inquiries about the feasibility of a new or different course of action.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

4. The student demonstrates effective interpersonal communication skills with others in a team setting or similarly constructed environment.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

5. Overall, the student’s oral communication is clear, effective and appropriate to the situation.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

6. The student’s written communication skills (email, reports, etc.) are focused, easily understood, and appropriate to the situation.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

7. The student’s written communication is free from grammatical and other writing errors.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

8. The student’s oral and written communication meets the agency’s professional expectations.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

Healthcare Management Knowledge and Skills

1. Demonstrates an understanding of the human resource principles and processes at the level expected for an entry-level manager.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

2. Demonstrates understanding of financial terms and accounting data that would be useful in operations management and decision-making.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

3. Demonstrates use of appropriate tools for organizing and analyzing data to support decision-making.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

4. Demonstrates understanding of important elements of information technology and of how information management works within healthcare organizations.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

5. Demonstrates an understanding of the principles of marketing as applied in healthcare organizations.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

6. Demonstrates ability to use quality and/or systems tools to measure, promote and/or implement quality improvement or patient/client satisfaction initiatives in healthcare organizations.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

7. Demonstrates familiarity with general legal principles as they relate to healthcare organizations.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

8. Demonstrates understanding of the relationships among healthcare sectors, consumers, providers and payers.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

9. Demonstrates ability to understand and incorporate economic theories, concepts and/or policies as they apply in the healthcare delivery system and in decision-making processes as appropriate for an entry-level manager.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

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10. Demonstrates understanding of the crucial role culture plays in healthcare and the need to deliver services in a culturally competent manner.

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Never | Rarely | Sometimes | Very Often | Always | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

Overall Assessment and Academic Preparation

1. Overall, how would you rate the student’s performance thus far in this fieldwork experience?

| | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Very Poor | Below Average | Average | Very Good | Excellent | N/A |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> |

2. What particular areas should the student focus upon for development during the remainder of the fieldwork experience?

Open-Ended Comments

Please use this space below to provide additional feedback about the student's performance.

Student Acknowledgement: My agency supervisor has discussed this evaluation with me.

Student's Signature: _____ Date: _____

Agency Supervisor Acknowledgement: The above evaluation is an honest assessment of the student's performance and has been discussed with the student.

Agency Supervisor's Signature: _____ Date: _____