

SUNY Cortland

Final Performance Evaluation for Fieldwork in Healthcare Management

Student Name: _____

C Number: _____

Agency Supervisor: _____

Semester and Year: _____

Directions: The final 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 did not have an opportunity to demonstrate the knowledge or skill for a particular criterion, please mark N/A for not assessed. The student's final 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 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.

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. If changes in the student's schedule occur, the student informs all affected by the change 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"/>

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

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 has a professional attitude and demeanor.

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

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

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 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"/>

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 during 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. How would you rate the student’s performance on the fieldwork project?

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"/>

3. In your opinion, and in the opinion of others with whom the student has interacted, how would you rate the academic preparation and knowledge base of this student?

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"/>

4. In what areas do you think the student needs more knowledge and preparation?

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: _____