



The student must self-reflect and maintain an awareness of where they are in their learning plan and their competencies in their supervision plan. The relationship between the preceptor and student is enhanced when the student has a realistic understanding of their competencies.

It is also essential that the student and preceptor establish effective communication habits. The preceptor and student must be aware of the power-imbalance in the relationship. Discussing this imbalance and checking in on how to communicate with each other is essential for a successful preceptor-student relationship.

The preceptor must be aware of their communication strengths and weaknesses and work to address weaknesses. This includes proactively identifying communication strategies that the student can use.

The student must be aware of their communication strengths and weaknesses and work to address weaknesses.

The student is expected to identify and communicate:

- Positive and negative situations from the preceptor-student interactions.
- Positive and negative situations from the student-patient interactions.
- Competency gaps, including the competence components that are associated with them such as:
 - Knowledge gaps.
 - Skill gaps.
 - Judgement gaps.
 - Attitude gaps.

Student-self assessment



Student Name		Date:
Preceptor Name		

Evaluate the competency level of the following skills and note observations:

Rating	Tasks	Notes
Always Requiring Direct Supervision for tasks below		
NA	*Order/obtain diagnostic imaging (if necessary)	
NA	*Formulate a diagnosis (Must be confirmed by preceptor)	
NA	*Develop or change a treatment plan (Must be confirmed by preceptor)	
NA	*Obtain consent as part of assessment and treatment	
NA	*Obtain informed consent to treatment and ongoing consent during treatment	
NA	*Perform cervical adjustment/manipulation	
NA	*Perform thoracic adjustment/manipulation	
NA	*Perform lumbar/sacroiliac adjustment/manipulation	
NA	*Perform extremity adjustment/manipulation	
Level of Supervision Determined by Preceptor ranging from direct to indirect		
NA	Obtain ongoing consent for student-provided services.	
NA	Obtain information for patient entry	
NA	Administer and interpret outcome measures	
NA	Elicit specific case history	
NA	Perform an examination (List examinations student may perform)	
NA	Communicate a diagnosis and treatment plan to the patient (that was confirmed by preceptor)	
NA	Document performance in patient health record	
NA	Communicate and provide health education (Exercise prescription and lifestyle education)	
NA	Perform listed therapies (US, Laser, Electrotherapy, Soft Tissue therapy)	
Rating	Description	
1	Must develop knowledge, skills, and decision making more before they move from direct to indirect supervision.	
2	May perform/practice on/with patients with direct supervision.	
3	May perform/practice on/with patients with indirect supervision.	

Student-self assessment



*Activities marked with an asterisk always require direct supervision, including sign off by preceptor.

Please list and discuss any other tasks (lifestyle education, prescriptive exercise, laser, ultrasound, etc.) to be assigned in your clinic, and your assessment of the student's competency performing each task in the blank spaces provided in the right-hand column above.

Please refer to the Preceptorship Supervision Guide for a list of tasks that always require direct supervision, and for what activities may be performed with indirect supervision.

Please describe any patient populations or areas of complaint (low back shoulder, etc.) that you would like improve on:

Improvements	Describe details of what needs to be improved

Please describe any patient populations or areas of complaint that I have demonstrated strong competency or proficiency:

Proficiencies	Describe details of proficiencies