

FAMILY MEDICINE CLERKSHIP FEEDBACK AND EVALUATION FORM

Student's Name _____

I. Clinical Knowledge and Skills	Unacceptable	Below expectations	Meets Expectations	Exceeds Expectations	Exceptional
Knowledge in Subject Area: Includes level of knowledge and application to clinical problems.	Does not demonstrate understanding of basic principles.	Demonstrates understanding of some basic principles but cannot extrapolate to specific patient problems.	Demonstrates adequate understanding of basic concepts. Can apply knowledge to most common patient problems.	Demonstrates clear understanding of a broad range of basic concepts. Can apply these to almost all aspects of patient care.	Demonstrates mastery of common conditions and some uncommon conditions. A resource for others.
Data Gathering Skills: Includes basic history and physical examination.	Does not obtain key information and findings.	Has difficulty gathering all the data or is easily sidetracked or has difficulty prioritizing.	History and physicals are organized and complete enough to make an assessment of major problems.	History and physicals are organized and complete enough to identify and assess all major and most minor problems.	History and physicals are complete, organized, and efficiently assess all major and minor problems.
Clinical Reporting Skills: Includes oral case presentations, written or dictated notes, histories, and physical exams.	Unable to communicate major points of medical database explaining patient's story.	Frequent or significant problems with organization, chronology, or details of findings that make the story difficult to interpret.	Generally complete and organized presentations (with occasional problems) that identify and describe all major problems.	Complete and organized presentations that identify and describe all major and most minor problems.	Complete, concise, organized, and clear written and oral presentations that describe all major and minor problems
Procedural Skills: Includes knowledge, preparation, performance and attention to patient comfort and dignity. Procedures may include pap smears, splinting, casting, simple suturing, cryotherapy etc.	Poor preparation. Poor attention to patient comfort or dignity. Poor motor skills.	Incomplete preparation, attention to patient, or motor skills result in inadequate performance of task.	Frequently prepared. Attentive to patient comfort and concerns. Motor skills appropriate to exposure to procedure.	Always prepared. Provides for patient's concerns, comfort and dignity. Very good motor skills.	In addition to previous criteria, plans ahead for potential problems. Excellent motor skills.

COMMENTS: I. CLINICAL KNOWLEDGE AND SKILLS (Constructive criticism will not appear in Dean's letter unless there is a pattern of similar behavior across other clerkships)

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II. Interpersonal Relationships	Unacceptable	Below expectations	Meets Expectations	Exceeds Expectations	Exceptional
Communication Skills: Student's ability to communicate with patients, families, colleagues, and staff; Includes ability to modify communication style.	Lacks important skills to communicate effectively. Abrupt, unclear, rambling, unfocused. Repeatedly misrepresents self and/or level of skill.	Has difficulty communicating information or treatment plans to patients, families, or colleagues. Sometimes rambling or unfocused. Occasionally misrepresents self and/or level of skill.	Can communicate necessary and important information in most situations. Has emerging awareness to modify communication style and content to situation. Never misrepresents self and/or level of skills.	Communicates necessary and important information to patients, families, and colleagues. Can modify communication style to needs of situation or individuals. Always honestly and accurately represents self and/or level of skills.	Consistently effective in communication with all individuals. Is aware of the needs and interests of those receiving information. Honest in dealings with patients and colleagues; Always honestly and accurately represents self and/or level of skills.
Relationships with Patients and Families: Includes courtesy, empathy, respect, and compassion.	Disrespectful, indifferent, callous, discourteous or condescending. Inappropriate boundaries.	Occasional difficulty showing respect, empathy. Sometimes insensitive.	Demonstrates respect, empathy and concern.	Consistently demonstrates respect, empathy and concern, and seeks to understand the patient's perspective.	Always shows respect, concern, and sensitivity even when patient's values conflict with own. Encourages collaboration in negotiating treatment plans.
Professional Relationships: Ability to work collaboratively with team members including faculty and staff; courteous and cooperative attitude.	Unable to work cooperatively with faculty or staff.	Has some difficulty establishing appropriate relationships with team. Works around team members including faculty and staff.	Collaborates with core team. Recognizes roles of all team members.	Collaborates well with entire team. Recognizes and respects roles of team members.	Collaborates effectively with entire team. Seeks to improve team function. Respects and is respected by the team.

COMMENTS: II. INTERPERSONAL RELATIONSHIPS (Constructive criticism will not appear in Dean's letter unless there is a pattern of similar behavior across other clerkships)

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III. Personal Characteristics	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations	Exceptional
<p>Educational Attitudes: Includes active participation in learning and responsiveness to feedback.</p>	<p>Observes but rarely participates; never volunteers. Shows little interest in work. Argumentative or hostile with feedback. Values self above others, sense of entitlement</p>	<p>Minimal participation in open discussions. Needs to be pushed to perform. Little initiative. Difficulty in changing behavior.</p>	<p>Attentive, does what is required. Actively engaged in learning. Willing to change behavior appropriately based on feedback.</p>	<p>Seeks additional learning opportunities beyond required level. Often volunteers and stimulates others in discussion. Seeks additional patient care responsibilities. Requests feedback routinely.</p>	<p>Actively participates in all activities. Actively seeks feedback and responds. Initiates self-assessment and teaches others. Asks insightful questions, motivates others, and demonstrates leadership.</p>
<p>Dependability and Responsibility: Includes attendance and preparation.</p>	<p>Absent without an excuse. Frequently late without a legitimate reason. Erratic or unpredictable behavior. Not prepared. Doesn't follow through. Not trustworthy. Not reliable.</p>	<p>Performs minimum amount of patient care. Occasionally fails to follow through.</p>	<p>Prompt, rarely late without a legitimate excuse and notification for required activities. Adequately prepared. Consistently completes patient care responsibilities and follows through. Trustworthy team member.</p>	<p>On time and prepared for required and optional activities. Volunteers additional effort for patient care.</p>	<p>Always on time and prepared. Anticipates additional educational opportunities and plans for them. Trusted to work independently and knows limits and when to seek assistance.</p>

COMMENTS:III. PERSONAL CHARACTERISTICS (Constructive criticism will not appear in Dean's letter unless there is a patter of similar behavior across other clerkships)

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IV. Patient Care Skills	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations	Exceptional
Integration Skills: Includes problem-solving skills, ability to use data from patient interview, physical examination, and ancillary tests to identify major and minor patient problems in an organized and efficient manner.	Does <u>not</u> consistently identify major patient problems and issues.	Identifies most major problems and issues but unable to prioritize between problems.	Consistently and independently identifies and prioritizes major problems.	Identifies and prioritizes all major and most minor patient problems and issues.	Can identify and prioritize all major and minor problems in an organized and efficient manner.
Management Skills: Includes order writing, initiative, practicality, and independence.	No attempts at independent management plans. All decisions deferred to others.	Offers a plan some of the time. Management plans are often not realistic.	Offers management plans that are logical.	Offers plans that are logical and realistic as well as helpful to the team's management of the patient.	Explores problem areas for both investigative questions and preventative counseling; formulates therapy.
Patient Centered Care (PCC) Skills: including 1.Establishing Focus (EF) 2. Soliciting the Patient's Perspective on Illness (PPI), and 3.Reaching Common Ground.	Almost exclusively biomedically focused. Rarely successful at EF, solicits PPI and rarely reaches common ground.	Predominately biomedically focused. May sometimes EF, but seldom solicits PPI and rarely reaches common ground .	Often biomedically focused. Successfully EF, Solicits PPI, sometimes reaches common ground.	Recognizes biomedical and psychosocial perspectives and attempts a balance in the care plan and management. Successfully EF, Solicit PPI, most of the time reaches common ground.	Consistently integrates biomedical and psychosocial perspectives into care plan and management. Understands and consistently integrates EF, solicits PPI, and reaches common ground.

COMMENTS:IV. PATIENT CARE SKILLS (Constructive criticism will not appear in Dean's letter unless there is a patter of similar behavior across other clerkships)

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Time Spent with Student

Little or no contact

Sporadic and superficial

Infrequent but in-depth

Frequent and in-depth

Overall Assessment of Performance.

Unacceptable level of performance

Below expected performance for level

At expected performance for level

Exceeds expected performance for level

Exceptional

Evaluator Concern

Check if there is/are area(s) of particular concern, but failing grade is not given. Please describe the area of concern or contact clerkship site coordinator for details.

Evaluator Signature: _____

Date: _____