

Patient Centered Medicine 1
Small Group Facilitator Evaluation of Student

Student: _____

Facilitator(s): _____

Does Not Meet Expectations *	Meets Expectations	Exceeds Expectations *
PREPARATION for each of the sessions		
<input type="checkbox"/> Was not prepared at some sessions: demonstrates below average understanding of reading(s).	<input type="checkbox"/> Is prepared: demonstrates understanding of the readings and helps peers with their reading comprehension and small group tasks <i><input type="checkbox"/> Meets expectations, but with concerns *</i>	<input type="checkbox"/> Is always well prepared: demonstrates thorough understanding of the assigned <u>and</u> optional readings; contributes extra readings and resources to the small group's discussion.
<input type="checkbox"/> If absent, does not contact anyone; does not make up work missed.	<input type="checkbox"/> Notifies others of absence(s); makes up work missed. <i><input type="checkbox"/> Meets expectations, but with concerns *</i>	
<input type="checkbox"/> Dresses inappropriately for sessions, e.g., no lab coat for SP exercises, etc.	<input type="checkbox"/> Dresses appropriately for sessions. <i><input type="checkbox"/> Meets expectations, but with concerns *</i>	
PARTICIPATION (both quality and quantity) in the small group sessions when compared to his/her peers		
<input type="checkbox"/> Physically present; rarely participates and/or asks questions unless directly asked to do so.	<input type="checkbox"/> Active participant: uses verbal skills to effectively obtain information and to stimulate discussion from peers; full attention on group activities. <i><input type="checkbox"/> Meets expectations, but with concerns *</i>	<input type="checkbox"/> Assumes leadership role in most small group activities.
<input type="checkbox"/> Works mostly alone in the SG.	<input type="checkbox"/> Collaborates with peers during SG session. <i><input type="checkbox"/> Meets expectations, but with concerns *</i>	<input type="checkbox"/> Often initiates/organizes collaborative efforts within the SG.
<input type="checkbox"/> Interrupts peers and/or patients; has difficulty with listening skills; tries to dominate discussions; belittles others input; rude to others in the SG.	<input type="checkbox"/> Uses listening and verbal skills effectively with peers and patients. Asks insightful questions. <i><input type="checkbox"/> Meets expectations, but with concerns *</i>	<input type="checkbox"/> Demonstrates superior information gathering capability by using listening and non-verbal skills to accurately obtain information (well ahead of peers). Shows mastery of effective verbal skills by aiding peers in small group discussion without "taking over."
SKILL DEVELOPMENT		
<input type="checkbox"/> History write-ups: illegible; uses inappropriate abbreviations; does not follow standard format; turns in late. Has difficulty communicating the important information.	<input type="checkbox"/> History write-ups: legible; uses appropriate abbreviations; follows standard format; turns in on time; misses only an occasional detail. Accurately communicates information in a logical manner. <i><input type="checkbox"/> Meets expectations, but with concerns *</i>	<input type="checkbox"/> History write-ups: legible, thorough and complete; uses all abbreviations correctly; follows standard format; turns in on time; well ahead of peers: at the level of a 2 nd year student. Communicates information in an advanced manner.

OVER – Please complete both sides.

