

**Patient Centered Medicine 2 – Semester 3**  
**Small Group Facilitator End of Semester 3 Evaluation of Student (Graded)**  
***DUE BEFORE – December 4, 2012***

Student: \_\_\_\_\_ Facilitator(s): \_\_\_\_\_

Does Not Meet Expectations	Meets With Concern	Meets Expectations	Meets Expectations	Exceeds Expectations
<b><u>PREPARATION</u></b>				
<input type="checkbox"/> Was <b>not prepared</b> at some sessions <b>OR</b> demonstrates below average understanding of reading(s).	<input type="checkbox"/>	<input type="checkbox"/>	<b>Prepared</b> for small group: Demonstrates adequate understanding of the assigned readings.	<input type="checkbox"/> <b>Always well prepared:</b> Thorough understanding of assigned readings every week; contributes extra readings/ resources to the group.
<b><u>PROFESSIONALISM</u></b>				
<input type="checkbox"/> If absent, does not contact anyone <b>OR</b> does not make up work missed. Turns in write-ups late.	<input type="checkbox"/>	<input type="checkbox"/>	Notifies others of absence(s); makes up work missed. Turns in write-ups on time.	
<input type="checkbox"/> <b>Dress:</b> Inappropriate e.g., no lab coat for SP exercises, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Dress:</b> Appropriate for sessions.	
<input type="checkbox"/> <b>Feedback:</b> Has difficulty accepting peer, SP, MS4, &/or facilitator feedback <b>OR</b> does not demonstrate improvement over time after feedback is repeatedly given.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Feedback:</b> Accepts feedback from all sources; good effort to improve by appropriately modifying behaviors.	<input type="checkbox"/> <b>Feedback:</b> Actively seeks out feedback; can self-reflect to modify behaviors. Demonstrates exceptional improvement after feedback is given
<b><u>PARTICIPATION</u></b>				
<input type="checkbox"/> Rarely participates; Rarely asks questions; Only participates when directly asked.	<input type="checkbox"/>	<input type="checkbox"/>	Active participant – will volunteer to contribute to small group.	<input type="checkbox"/> Assumes <b>leadership</b> role in <b>most</b> small group activities.
<input type="checkbox"/> Works mostly alone in small group.	<input type="checkbox"/>	<input type="checkbox"/>	Collaborates with peers during small group session; is a “team player “	
<b><u>SKILL DEVELOPMENT (Continue on Back Page)</u></b>				
<input type="checkbox"/> <b>Write-ups Unacceptable:</b> i.e. illegible; <b>OR</b> uses inappropriate abbreviations repetitively; <b>OR</b> does not follow standard format in write-ups; <b>OR</b> no chronological order to HPI; <b>OR</b> does not include pt perspective of illness <b>OR</b> lacks insight about how the pt’s perspective is significant and relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Write-ups appropriate:</b> i.e. Legible; uses appropriate abbreviations; follows standard format; misses only an occasional detail. HPI tells story in chronological order and includes pt perspective of illness. Consistent skill development over semester	<input type="checkbox"/> <b>Write-ups superior:</b> i.e. <b>ALL</b> documentation is thorough, accurate and complete; well ahead of peers; Demonstrates a detailed understanding of and sensitivity to the patient’s perspective of illness

**Patient Centered Medicine 2 – Semester 3**  
**Small Group Facilitator End of Semester 3 Evaluation of Student (Graded)**  
*DUE BEFORE – December 4, 2012*

Does Not Meet Expectations	Meets With Concern	Meets Expectations	Exceeds Expectations
<b>SKILL DEVELOPMENT (Continued from Front Page)</b>			
<input type="checkbox"/> <b>Communication skills:</b> Interrupts peers and/or patients; has difficulty with listening skills; <b>OR</b> dominates small group discussions <b>OR</b> belittles others input; rude in the small group.	<input type="checkbox"/>	<input type="checkbox"/> <b>Communication skills:</b> Effective listening and verbal skills. Acts appropriately in the small group	<input type="checkbox"/> <b>Communication skills:</b> Demonstrates <b>superior</b> information gathering capability by using listening and non-verbal skills to accurately obtain information ( <b>well ahead of peers</b> ). Asks <b>insightful</b> questions
<input type="checkbox"/> <b>Physical Exam skills:</b> Unable to perform physical exam steps; Fails to show improvement despite feedback over the semester	<input type="checkbox"/>	<input type="checkbox"/> <b>Physical Exam skills:</b> Able to perform physical exam steps. Consistent skill development over the semester.	<input type="checkbox"/> <b>Physical Exam skills:</b> Demonstrates <b>mastery</b> of the head to toe physical exam, <b>well beyond peers</b> .
<input type="checkbox"/> <b>EKG Interpretation:</b> Unable to read EKGs in small group; Didn't complete assigned readings; can't name criteria	<input type="checkbox"/>	<input type="checkbox"/> <b>EKG Interpretation:</b> Able to read most EKGs in small group. Read assigned text.	<input type="checkbox"/> <b>EKG interpretation:</b> Interpretation always accurate; volunteered answers; knew criteria.

**Facilitator(s) Comments:** Note: Any “Does not Meet”, “Meets with Concern” or “Exceeds” box checked above **Requires** a comment below.

---



---



---



---



---



---



---



---

\_\_\_\_\_  
*Student Signature/Date*

\_\_\_\_\_  
*Facilitator Signature/Date*