## CLERKSHIP ENCOUNTER CARD: FEEDBACK

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<tr>
<th>TYPE OF ENCOUNTER</th>
<th>LEVEL OF PERFORMANCE</th>
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<td>BELOW EXPECTATIONS</td>
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<td>Oral Presentation</td>
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<td>Assessment / Management</td>
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<td>Humanism / Professionalism</td>
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**OTHER COMMENTS:** (Feedback is specific description of observed actions, it’s not evaluation, teaching or reinforcement: explicitly say “Now, I’m giving you feedback on your presentation skills.”)

History/PE:

Presentations:

Management:

Humanism:

Knowledge:

ATTENDING:
# Performance Criteria

Description of components of each skill and different levels of performance: Use these as a guide for making specific comments for feedback. Example: Feedback on presentations; “You gave me diagnosis; next time tell me 2-3 things you ruled out.”

## History

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<th>Comprehensive</th>
<th>Focused</th>
<th>Rapport</th>
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| **Observe for:**
| a. Open ended Beginning (1 minute)
| b. Gather Information (positives)
| c. Elicit patient’s concerns/agenda
| d. Agree on treatment
| e. Clarify understanding of diagnosis / management
| a. Pertinent Positives/Negatives
| b. Level of Activity (“sick” or “not sick”)
| c. Developmental
| d. Social
| e. Cultural
| a. Incorporates parent(s) and child
| b. Good flow to questions
| c. Responds to parents comments (actively listens)

## Physical Examination

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<th><strong>Approach</strong></th>
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| a. Calms the child (developmentally appropriate)
| b. Respects privacy
| c. Recognizes level of illness (ABC’S for sick visits)

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<th><strong>Specifics:</strong></th>
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| a. Ear, Eye, Throat
| b. Lung sounds, heart sounds
| c. Abdomen
| d. CV (Pulses)
| e. GU
| f. Extremities (hips)

## Presentation

| **Bullet** |
| a. 3-5 Sentence Summary

| **Formal** |
| a. CC/HPI (Include Pertinent positives/ negatives)
| b. Flexibility: able to move quickly to bullet if time constraint
| c. Includes own suggestions about diagnosis and management

## Assessment/Management

| **Level of Participation** |
| a. Increasing levels of being proactive
| b. Taking initiative

| **Levels of Action/Analysis** |
| • Observes your actions
| • **Reports** facts of case
| • Editor: Makes suggestions
| • Teacher / Independent Actor: Able to anticipate problems and take action when issues arise: Brings new ideas from literature

| **Knowledge** |
| a. Assess depth of knowledge
| Either:
| • No clinical
| • Some clinical-some disjointed facts (manual level reading)
| • At least 3 on differential-most appropriate (text level reading)
| • Evidence based/
| • Big picture(literature)

| **Humanism/Professionalism** |
| Multi persectives, conflict, altruism |
| a. Respects patient perspective
| b. Recognizes own bias
| c. Resolves conflict in patient’s favor
| d. Cultural awareness

| **Respect** |
| a. Timeliness
| b. Appearance
| c. Collegial Behavior

| **Boundaries / Attitude** |
| Recognizes that patient care is more important than their own needs.