

CLERKSHIP ENCOUNTER CARD: FEEDBACK

DATE:

STUDENT NAME:

PATIENT INFO:

TYPE OF ENCOUNTER

LEVEL OF PERFORMANCE

**BELOW
EXPECTATIONS**

AT EXPECTATIONS

**ABOVE
EXPECTATIONS**

WHAT NEEDS IMPROVEMENT

Observed History

Observed Physical Examination

Oral Presentation

Written Presentation

Assessment/ Management

Humanism / Professionalism

Knowledge

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:

E-MAIL:

INSTRUCTION: PERFORMANCE CRITERIA

Description of components of each skill and different levels of performance: Use these as 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."

<i>HISTORY</i>	<u>COMPREHENSIVE</u> Observe for: <ol style="list-style-type: none"> Open ended Beginning (1 minute) Gather Information (positives) Elicit patient's concerns/agenda Agree on treatment Clarify understanding of diagnosis / management 	<u>FOCUSED</u> Observe for: <ol style="list-style-type: none"> Pertinent Positives/ Negatives Level of Activity ("sick" or "not sick") Developmental Social Cultural 	<u>RAPPORT</u> <ol style="list-style-type: none"> Incorporates parent(s) and child Good flow to questions Responds to parents comments (actively listens)
<i>PHYSICAL EXAMINATION</i>	<u>APPROACH</u> Observe for: <ol style="list-style-type: none"> Calms the child (developmentally appropriate) Respects privacy Recognizes level of illness (ABC'S for sick visits) 	<u>SPECIFICS:</u> Observe for good technique <ol style="list-style-type: none"> Ear, Eye, Throat Lung sounds, heart sounds Abdomen CV (Pulses) GU Extremities (hips) 	
<i>PRESENTATION</i>	<u>BULLET</u> <ol style="list-style-type: none"> 3-5 Sentence Summary 	<u>FORMAL</u> <ol style="list-style-type: none"> CC/HPI (Include Pertinent positives/ negatives) Flexibility: able to move quickly to bullet if time constraint Includes own suggestions about diagnosis and management 	
<i>ASSESSMENT/ MANAGEMENT</i>	<u>LEVEL OF PARTICIPATION</u> <ol style="list-style-type: none"> Increasing levels of being proactive taking initiative <u>Levels of Action/Analysis</u> <ul style="list-style-type: none"> 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 	<u>KNOWLEDGE</u> <ol style="list-style-type: none"> Assess depth of knowledge Either: <ul style="list-style-type: none"> 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) Core topics : assess how many gaps (ie. Ask "what do you know about ...") 	
<i>HUMANISM / PROFESSIONALISM</i>	<u>EMPATHY / INTERPERSONAL</u> Multiple perspectives, conflict, altruism <ol style="list-style-type: none"> Respects patient perspective Recognizes own bias Resolves conflict in patient's favor Cultural awareness 	<u>RESPECT</u> <ol style="list-style-type: none"> Timeliness Appearance Collegial Behavior <u>BOUNDARIES / ATTITUDE</u> Recognizes that patient care is more important than their own needs.	