**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Clerkship: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Circle One: Attending Fellow Resident**

**Clerkship week #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FOCUS: Feedback and Observation of Clinical (UME) Students**

**INTERVIEWING TECHNIQUE (Recommended)**

Please observe the student performing a patient **history** and provide them with feedback based on the behaviors listed below

* Prior to observation:
  + Ask student about specific areas they want to work on or areas you should focus your feedback on
* After you observe:
  + Encourage student assessment
  + Describe specific behaviors- use CSEF language below as prompts
  + Give positive and constructive feedback: at least 2 positives and 2 areas for improvement and develop an action plan

PROVIDE FEEDBACK TO THE STUDENT. FEEDBACK SUGGESTIONS: 1. ENCOURAGE STUDENT SELF-ASSESSMENT (“HOW DID IT

GO?”). 2. BE SPECIFIC: DESCRIBE BEHAVIORS. 3. GIVE POSITIVE AND

NEGATIVE FEEDBACK. 4. AIM FOR 2 POSITIVE AND 2 AREAS FOR

IMPROVEMENT. 5. HELP THE STUDENT DEVELOP AN ACTION PLAN TO

IMPROVE SKILLS...

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| --- |
| **Interviewing Technique** |
| ***A 3rd year student who is competent in this domain:***   * Introduces self to patient and attempts to build rapport   Actively listens using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)  Adapts daily questions to assess for change in status  Adapts daily questions to reflect a basic differential driven approach appropriate to context and site for basic problems   * Completes within appropriate time frame   ***A 3rd year student who is achieving behavior beyond the 3rd year competency criteria (reach behaviors):***   * Demonstrates patient-centered interview skills (e.g. attends to patients’ verbal/nonverbal cues, culture, social determinants, need for interpretive/ adaptive services etc.) * Probes for subtle pertinent details when gathering data necessary for differential diagnosis prioritization * Asks clarifying follow-up questions efficiently * Adapts daily questions to assess for change in status and real-time changes in differential driven appropriate to context and site for complex and/or acute problems |

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| **Comments -specific examples of behaviors observed or missing from above** |
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**Action Plan***: (Next steps for student):*

1.

2.

3.

Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_