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

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

**\*Faculty Only Form\* (Attending, PA, CNM, NP or Fellow) NO RESIDENTS Clerkship week #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**INTERVIEWING TECHNIQUE**

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...

|  |
| --- |
| **Interviewing Technique** |
| ***A 3rd year student who is competent in this domain:***  *·Introduces self to patient and attempts to develops rapport*  *·Takes a chronologic history of present illness without interruption*  *·Attempts to use the differential diagnosis to gather data*  *·Follows an organized interview framework*  *·Uses summarization of history back to patient or checks for accuracy*  *·Actively listens using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)*  *·Completes within appropriate time frame*  ***A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:***  *·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* |
| **Comments -specific examples of behaviors observed or missing from above:**  **(Note: It is okay to give your feedback verbally and have the student scribe- the important part is giving specific, timely, behaviorally based feedback)** |
|  |

**Student Reflection-What would you change or do differently?**

**Next steps for student growth:**

*These should be developed based on feedback from the observation and the above behaviors- student should develop these with faculty and write them here):*

1.

2.

3.

☐ I directly observed this student

☐ I provided verbal feedback to the student

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