

Patient Centered Medicine 1

Small Group Facilitator Evaluation of Student

Student: _____

Facilitator(s): _____

Does Not Meet Expectations *	Meets Expectations	
PREPARATION for each of the sessions		
<input type="checkbox"/> Was not prepared at some sessions: demonstrates below average understanding of reading(s).	<input type="checkbox"/> <i>Meets expectations, but with concerns *</i>	<input type="checkbox"/> Is prepared: demonstrates understanding of the readings and helps peers with their reading comprehension and small group tasks
<input type="checkbox"/> If absent, does not contact anyone; does not make up work missed.	<input type="checkbox"/> <i>Meets expectations, but with concerns *</i>	<input type="checkbox"/> Notifies others of absence(s); makes up work missed.
<input type="checkbox"/> Dresses inappropriately for sessions, e.g., no lab coat for SP exercises, etc.	<input type="checkbox"/> <i>Meets expectations, but with concerns *</i>	<input type="checkbox"/> Dresses appropriately for sessions.
PARTICIPATION (both quality and quantity) in the small group sessions when compared to his/her peers		
<input type="checkbox"/> Physically present; rarely participates and/or asks questions unless directly asked to do so.	<input type="checkbox"/> <i>Meets expectations, but with concerns *</i>	<input type="checkbox"/> Active participant: uses verbal skills to effectively obtain information and to stimulate discussion from peers; full attention on group activities.
<input type="checkbox"/> Works mostly alone in the SG.	<input type="checkbox"/> <i>Meets expectations, but with concerns *</i>	<input type="checkbox"/> Collaborates with peers during SG session.
<input type="checkbox"/> Interrupts peers and/or patients; has difficulty with listening skills; tries to dominate discussions; belittles others input; rude to others in the SG.	<input type="checkbox"/> <i>Meets expectations, but with concerns *</i>	<input type="checkbox"/> Uses listening and verbal skills effectively with peers and patients. Asks insightful questions.
SKILL DEVELOPMENT		
<input type="checkbox"/> History write-ups: uses inappropriate abbreviations; does not follow standard format; turns in late. Has difficulty communicating the important information. Sometimes forgets to ask about or document the patient's perspective of illness in write ups	<input type="checkbox"/> <i>Meets expectations, but with concerns *</i>	<input type="checkbox"/> History write-ups: uses appropriate abbreviations; follows standard format; turns in on time; misses only an occasional detail. Accurately communicates information in a logical manner. Asks about and documents the patient's perspective of illness in write-ups.
<input type="checkbox"/> Has difficulty accepting peer, SP, and/or facilitator feedback.	<input type="checkbox"/> <i>Meets expectations, but with concerns *</i>	<input type="checkbox"/> Graciously accepts feedback from all sources and strives to improve by appropriately modifying behaviors.
<input type="checkbox"/> Fails to show improvement over the semester in one or more key skills taught in the SG	<input type="checkbox"/> <i>Meets expectations, but with concerns *</i>	<input type="checkbox"/> Demonstrates clear and consistent skill development over the semester.

Please complete both pages.

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Facilitator(s) Comments: **Comments are required.** (An improvement plan must be included in the comments below for those 'Not Meeting' or 'Meeting with Concerns'.)

Student Signature

Date

Facilitator Signature

Date

Facilitator Signature

Date

Please complete both pages.