LIC MEDICAL STUDENT MONTHLY
FORMATIVE FEEDBACK FORM

Please note: This form contains information to help students gauge their academic progress in the clerkship and to help preceptors frame constructive feedback to help students improve their performance. This information is NOT part of the final assessment of student performance and will not appear verbatim on the Medical Student Performance Evaluation.

Student:

Primary Preceptor:

Date:

To be completed by the Primary Preceptor:

Strengths:

Areas for Improvement:

Plans for Improvement:
| Professionalism (attitude toward learning and feedback, professional integrity, work habits) |
|-----------------|-----------------|-----------------|-----------------|
| □ Meets/Exceeds expectations | □ Does not meet expectations | □ Does not apply |

| Interpersonal and Communication Skills, Presentation Skills |
|-----------------|-----------------|-----------------|-----------------|
| □ Meets/Exceeds expectations | □ Does not meet expectations | □ Does not apply |

| Medical Knowledge (understanding of basic principles of patient care) |
|-----------------|-----------------|-----------------|-----------------|
| □ Meets/Exceeds expectations | □ Does not meet expectations | □ Does not apply |

| Problem Solving and Management Skills (data interpretation, utilization of resources) |
|-----------------|-----------------|-----------------|-----------------|
| □ Meets/Exceeds expectations | □ Does not meet expectations | □ Does not apply |

| Patient Care (knowledge of patients, history taking, note writing) |
|-----------------|-----------------|-----------------|-----------------|
| □ Meets/Exceeds expectations | □ Does not meet expectations | □ Does not apply |

| Patient Tracker Review (is the student seeing the required number & variety of patients?) |
|-----------------|-----------------|-----------------|-----------------|
| □ Meets/Exceeds expectations | □ Does not meet expectations | □ Does not apply |

| Developmental Competencies |
|-----------------|-----------------|-----------------|-----------------|

**Longitudinality**

- □ Foundational
- □ Core Expectation
- □ Advanced
- □ n/a

- Demonstrates understanding of patient’s experience of care through reflective writing
- Identifies gaps of care
- Performs a home visit
- Follows the course of illness over time for a defined panel of patients
- Demonstrates principles of patient advocacy
- Unable to assess

**Generalism**

- □ Foundational
- □ Core Expectation
- □ Advanced
- □ n/a

- Appreciates the patient as a whole person in the context of his or her family and wider social environment
- Demonstrates an approach to undifferentiated illness
- Explores symptoms in a cost-effective manner
- Applies a broad and holistic perspective to patient’s problems
- Avoids premature diagnostic closure and other diagnostic pitfalls
- Is comfortable with diagnostic uncertainty
- Unable to assess

**Central Responsibility for Managing Care**

- □ Foundational
- □ Core Expectation
- □ Advanced
- □ n/a

- Can describe the role of the primary care physician in coordination of care
- Understands how and when to initiate a consult
- Participates in effective models of care coordination
- Unable to assess

**Therapeutic Alliance/Communication**
### Communicates with patients empathically and effectively
- Demonstrates ability to engage in shared decision making
- Demonstrates ability to use communication skills to improve patient understanding and education
- Employs advanced communication skills such as giving bad news, difficult patient interactions

### Approach to Acute Care
- Can describe pathophysiology of core content areas
- Incorporates principles of evidence-based medicine in understanding disease
- Can describe typical disease presentation and appropriate diagnostic approach
- Demonstrates diagnostic reasoning over time
- Demonstrates understanding of use of practice systems to triage, treat, and follow up on acute visits

### Approach to Chronic Care
- Can describe pathophysiology and presentation of common chronic diseases
- Incorporates principles of evidence-based medicine into care decisions
- Demonstrates the appropriate diagnostic approach to common chronic diseases

### Wellness and Prevention
- Can describe principles of a screening tool
- Can describe specific tools for age-appropriate screening
- Performs age-appropriate screening
- Demonstrates lifestyle counseling skills

### Mental and Behavioral Health
- Engages in motivational interviewing
- Can describe presentation and diagnosis of common mental health disorders
- Demonstrates principles of disease management for common psychiatric conditions in the ambulatory setting

### Systems Improvement
- Can describe the relationship of health care systems to patient well-being
- Cares for patients in a patient-centered medical home practice
- Engages in a practice improvement project

### Interprofessional Training
- Recognizes the expertise of other health care professionals
- Demonstrates the ability to work effectively and collaboratively with teams
- Communicates effectively with other team members
- Engages other professionals in patient-centered problem solving

### Population Health
- Can explain the role of cultural determinants of health
- Links patients with resources specific to their needs
- Engages in community-specific health promotion project

☐ Please check if student is not currently making satisfactory progress and make a referral to Director of Student Success

☐ The preceptor filling out this evaluation does not provide medical care and/or psychiatric counseling to this student.

To be completed by the student:

☐ A faculty member personally observed me taking a patient history during this clerkship.

☐ A faculty member personally observed me performing a physical exam during this clerkship.

I have received this monthly formative feedback.

Medical Student signature:

Faculty signature:

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Appendix I

From http://www.improvingchroniccare.org/