### FAMILY MEDICINE ELECTIVE GRADING

#### GRADE ANCHORS pgs 1-3 | GRADING CRITERIA pg 4

#### CLINICAL KNOWLEDGE AND SKILLS SECTION

<table>
<thead>
<tr>
<th>I. CLINICAL KNOWLEDGE AND SKILLS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Knowledge in Subject Area: Includes level of knowledge and application to clinical problems.</td>
<td>Never demonstrates an understanding of basic principles. • Never applies knowledge to specific patient conditions</td>
<td>• Inconsistently demonstrates understanding of basic principles. • Inconsistently applies knowledge to specific patient conditions</td>
<td>Generally, demonstrates understanding of basic principles. • Generally applies knowledge to specific patient conditions.</td>
<td>• Often demonstrates understanding of basic and some complex principles. • Often applies knowledge to specific patient conditions.</td>
<td>• Consistently demonstrates understanding of basic and most complex principles. • Consistently applies knowledge to specific patient conditions</td>
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<tr>
<td>Data Gathering Skills: Includes basic history and physical examination</td>
<td>Never obtains basic history and physical</td>
<td>• Inconsistently obtains basic history and physical</td>
<td>Generally obtains basic history and physical.</td>
<td>• Often obtains basic history and physical.</td>
<td>• Consistently obtains basic history and physical.</td>
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<tr>
<td>Clinical Skills: Includes oral case presentations, written or dictated notes, histories, physical exams and procedural skills.</td>
<td>Never communicates medical histories and physical exams in an organized or complete manner. • Not attentive to patient comfort or dignity and demonstrates poor motor skills.</td>
<td>• Inconsistently communicates medical histories and physical exams in an organized or complete manner. • Inconsistently demonstrates good motor skills and organize efficiently.</td>
<td>Generally communicates medical histories and physical exams in an organized or complete manner. Generally demonstrates good motor skills and generally demons</td>
<td>• Often communicates medical histories and physical exams in an organized or complete manner. Generally demonstrates good motor skills and often demonstrates good motor skills.</td>
<td>• Consistently communicates medical histories and physical exams in an organized or complete manner. Consistently demonstrates good motor skills. • Consistently attentive to patient comfort or dignity.</td>
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#### PATIENT CARE SKILLS SECTION

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<thead>
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<th>II. PATIENT CARE SKILLS</th>
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<th>3</th>
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<tr>
<td>Integration Skills: Includes problem-solving skills, ability to use data from patient interview, physical examination, and ancillary tests to identify major and minor patient problems in an organized and efficient manner.</td>
<td>Never independently identifies major patient problems. • Unable to problem solve and organize issues efficiently.</td>
<td>• Inconsistently able to independently identify and prioritize major problems. • Inconsistently able to problem solve and organize efficiently.</td>
<td>Generally able to independently identify and prioritize major problems. • Generally able to problem solve and organize efficiently.</td>
<td>• Often is able to identify and prioritize all major and most minor patient problems. • Often is able to problem solve and organize efficiently</td>
<td>• Consistently able to identify and prioritize all major and minor problems. • Consistently able to problem solve and organize efficiently</td>
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<tr>
<td>Management Skills: Includes order writing, initiative, practicality, and independence.</td>
<td>Never offers an independent management plan or plan is unrealisi or illogical.</td>
<td>• Inconsistently offers an independent management plan and/or plan is often unrealistic or illogical.</td>
<td>Generally offers an independent management plan that is realistic and logical.</td>
<td>• Often offers an independent management plan that is logical and realistic.</td>
<td>• Consistently offers an independent management plan that is logical and realistic and includes preventative counseling.</td>
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<tr>
<td>Patient Centered Care (PCC): Skills including: 1. Elicits and negotiates agenda with patients. 2. Elicits the patient’s perspective of his/her illness; and 3. Negotiates treatment plan with the patient</td>
<td>Never elicits and negotiates agenda with patients. • Never elicits the patient’s perspective of his/her illness. • Never negotiates treatment plan with the patient.</td>
<td>• Inconsistently elicits and negotiates agenda with patients. • Inconsistently elicits the patient’s perspective of his/her illness. • Inconsistently negotiates treatment plan with the patient.</td>
<td>Generally elicits and negotiates agenda for the patient. • Generally elicits the patient’s perspective of his/her illness. • Generally negotiates treatment plan with the patient.</td>
<td>• Often elicits and negotiates agenda with the patient. • Often elicits the patient’s perspective of his/her illness. • Often negotiates treatment plan with the patient.</td>
<td>• Consistently elicits and negotiates agenda with the patient. • Consistently elicits the patient’s perspective of his/her illness. • Consistently negotiates treatment plan with the patient. • Consistently integrates biomedical and psychosocial perspectives into care plan and management.</td>
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## III. INTERPERSONAL RELATIONSHIPS

### Communication Skills:
Student’s ability to communicate with patients, families, colleagues, and staff; Includes ability to modify communication style and ability to listen and constructively resolves conflicts.

- **1**
  - Never communicates information effectively
  - Never has an awareness to modify communication style and content to situation.
  - Unable to establish rapport.
  - Unable to listen and be silent.
  - Inconsistently culturally proficient.

- **2**
  - Inconsistently communicates information effectively.
  - Inconsistently has an awareness to modify communication style and content to situation.
  - Inconsistently able to establish rapport.
  - Inconsistently able to listen and be silent.
  - Inconsistently culturally proficient.

- **3**
  - Generally communicates information effectively.
  - Generally modifies communication style and content to situation.
  - Generally able to establish rapport.
  - Generally able to listen and be silent.
  - Generally culturally proficient.

- **4**
  - Often communicates information.
  - Often modifies communication style and content to situation.
  - Often able to establish rapport.
  - Often able to listen and be silent.
  - Often culturally proficient.

- **5**
  - Consistently able to communicate information.
  - Consistently able to modify communication style and content to situation.
  - Consistently able to establish rapport.
  - Consistently able to listen and be silent.
  - Consistently culturally proficient.

### Relationships with Patients and Families:
Includes courtesy, empathy, respect, compassion and understanding the patient’s perspective.

- **1**
  - Disrespectful, indifferent, callus, discourteous or condescending.
  - Does not solicit the patient’s perspective.
  - Violates HIPPA including patient confidentiality.
  - Inappropriate boundaries.
  - Exhibits behavior that is potentially harmful to patients.

- **2**
  - Inconsistently shows respect, empathy and compassion.
  - Inconsistently solicits the patient’s perspective.
  - Inconsistently respects patient’s values or imposes own personal values on patient when in conflict with their own.

- **3**
  - Generally demonstrates respect, empathy and compassion.
  - Generally solicits the patient’s perspective.
  - Generally respects the patient’s values, even when in conflict with their own.

- **4**
  - Often demonstrates respect, empathy and compassion.
  - Often solicits the patient’s perspective.
  - Often respects the patient’s values even when in conflict with their own.

- **5**
  - Consistently demonstrates respect, empathy and compassion.
  - Consistently able to solicit the patient’s perspective.
  - Consistently respects the patient’s values when in conflict with their own.

### Professional Relationships:
Ability to work collaboratively with team members including faculty staff and other students; courteous and cooperative attitude. Maintains composure in times of stress.

- **1**
  - Never collaborates and/or establish appropriate relationships with team.
  - Never respects team members within and across specialties.
  - Not compassionate when interacting with team.
  - Never clarifies expectations or clinical responsibilities.
  - Inappropriate boundaries.
  - Disrespectful, indifferent, callus, discourteous or condescending.

- **2**
  - Inconsistently collaborates and/or establishes appropriate relationships with team.
  - Inconsistently respects the roles of team members within and across specialties.
  - Rarely is compassionate when interacting with team.

- **3**
  - Generally collaborates and establishes appropriate relationships with team.
  - Generally recognizes and respects roles of all team members within and across specialties.
  - Generally is compassionate when interacting with team.

- **4**
  - Collaborates well with entire team.
  - Always recognizes and respects roles of team members within and across specialties.
  - Often compassionate when interacting with team.

- **5**
  - Collaborates effectively with entire team and seeks to improve team function.
  - Consistently recognizes and respects roles of team members within and across specialties and works to improve team cohesion.
  - Consistently compassionate when interacting with team.
## IV. PROFESSIONAL/PERSOAL CHARACTERISTICS

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| **Educational Attitudes:** Includes active participation in learning, self-reflection and responsiveness to feedback and provides respectful and constructive feedback. | • Never does what is required.  
• Does not respond appropriately to feedback.  
• Never reflects on their own knowledge base.  
• Never participates in educational experiences  
• Is not actively engaged in learning.  
• Argumentative or hostile with feedback.  
• Values self above others, sense of entitlement.  
• Engages in destructive competition.  
• Feedback provided to others is not respectful. | • Inconsistently does what is required.  
• Inconsistently responds appropriately to feedback.  
• Inconsistently reflects on their own knowledge base.  
• Inconsistently participates in educational experiences.  
• Inconsistently is actively engaged in learning. | • Generally does what is required.  
• Generally responds appropriately to feedback.  
• Generally able to reflect on their own knowledge base.  
• Generally participates in educational experiences.  
• Generally is actively engaged in learning. | • Often does what is required and often seeks additional learning opportunities beyond required level.  
• Often seeks feedback and responds appropriately.  
• Often is able to reflect on their own knowledge base.  
• Often participates in educational experiences.  
• Consistently and active | • Actively participates in all activities.  
• Actively seeks feedback and responds appropriately.  
• Initiates self-assessment and teaches others.  
• Consistently participates in educational experiences.  
• Consistently engaged in learning. Asks insightful questions, motivates others, and demonstrates leadership with individuals and in-group settings. |
| **Dependability and Responsibility:** Includes attendance, preparation, and personal appearance. Maintains personal honor and integrity. | • Frequently late without a legitimate reason or unprepared  
• Never follows through with assigned tasks.  
• Not trusted to work independently.  
• Dishonest in any way.  
• Does not maintain appropriate appearance.  
• Absent without an excuse  
• Erratic or unpredictable behavior. | • Occasionally late or unprepared.  
• Inconsistently follow through with assigned tasks.  
• Rarely trusted to work independently | • Generally on time and prepared.  
• Generally follows through with assigned tasks.  
• Generally trusted to work independently and knows limits and asks for help when needed. | • Always on time and prepared.  
• Follows through with assigned tasks and often volunteers additional effort to follow through with patient care.  
• Consistently trusted to work independently and knows limits and asks for help when needed. | • Consistently on time and prepared for required and optional activities.  
• Follows through with assigned tasks and consistently volunteers additional effort to follow through with patient care.  
• Consistently trusted to work independently and knows limits and asks for help when needed. |
FAMILY MEDICINE ELECTIVE | GRADING CRITERIA

- Honors Eligible = 4 week electives (8 credits)
- 2 week electives are Pass/Fail (4 credits)

**Honors**
Students must receive at least nine scores of 5 and no score less than a 4 in any category for Honors.
If a preceptor does not have sufficient contact to judge procedural skills resulting in "N/A" score in this category, the student must receive at least eight scores of 5 and no score less than a 4 in any category for Honors.

**High Pass**
Students must receive at least nine scores of 4 and no score less than a 3 in any category for High Pass.
If a preceptor does not have sufficient contact to judge procedural skills resulting in "N/A" score in this category, the student must receive at least eight scores of 4 and no score less than a 3 in any category for High Pass.

**Pass**
The Pass grade reflects the performance of a student at the expected level for a third year clerkship student.

**Fail**
A failing grade is based on student’s performance taken as a whole and not solely based on any one numeric profile.
A 1 in any category will result in a failure. Multiple 2's may result in a failure.

**Overall Assessment of Professionalism**
Assessment of student professionalism is based on the "Interpersonal Relationships" and "Personal Characteristics" categories of the evaluation form.

1. Meets or Exceeds Expectations: 3 or above in ALL categories
2. Below Expectations: 2 in any category
3. Unacceptable: 1 in any category