

Evaluation Tips

Mid-Rotation Evaluation:

Ways to Get Feedback from Faculty

- Text messages to faculty group who worked with the students.
- Put a copy of evaluation sheets on keyboards of faculty.
- Gather and use feedback cards given out by the student or clinic staff.
- Have dinner with the faculty to do the evaluation prior to meeting with the student.
- Use Catalyst survey to obtain feedback from faculty.
- Email faculty for feedback.
- Ask your staff to pursue obtaining feedback from faculty.

Feedback to the Student

- Take the student to lunch to provide a quiet spot to talk.
- Schedule the mid-clerkship feedback session on the initial clinic schedule.
- Ask the student for a self-assessment first. Choose two or three areas of greatest concern to the faculty and ask student to do a self-assessment on those specific issues.
- Review Assignment Tracker print out which student provides.
- If used, review feedback cards with student.
- Make concrete suggestions regarding ways to improve.

Final Evaluations:

The final evaluation needs to emphasize the student's skill sets and mastery of competence. There are two comment sections: formative and summative.

Formative: The formative comments are constructive and for the student's benefit. They do not go into the MSPE.

- Note the student's strengths
- Address weaknesses and possible need for improvement
- Use the grading anchors as a guide for discussing both areas of strength and weakness

Summative: Summative comments are included in the Dean's Letter (MSPE). For this reason, the comments should highlight the positive aspects of the student's performance while accurately reflecting the level of performance. The length should be at least one paragraph. These comments can be duplicated from the formative comments.

- Pay special attention to language. Keywords found in the MSPE mean the following: Good and Very Good = Pass (indicating borderline performance), Excellent=High Pass, Outstanding=Honors
- Use the grade anchors as a basis for discussing all areas of performance.

- Write in the past tense. This is standard procedure. You are evaluating the student's performance while at your clerkship. Use concrete examples and language. For example, the student "demonstrated knowledge" or "excelled in patient-centered care".
- Avoid predictive statements about future performance. However, a statement based on your observations is permissible. For example: "The student consistently demonstrated all the skills necessary to be a fine family physician."

Saying No With Empathy:

When you must disappoint a student, it is not realistic to expect to keep the relationship intact all the time. However, there are best practice ways of delivering negative feedback. These include the following suggestions:

- Know your emotions – When we teach and are frustrated we may end up belittling the student.
- Be specific and using correct terminology.
- Be consistent.
- Specify the behavior that needs to change and not personality traits.
- Practice giving feedback based on collected data – describe the process to the student.
- Avoid giving performance feedback in front of others.