

**FAMILY MEDICINE ELECTIVE GRADING**

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

CLINICAL KNOWLEDGE AND SKILLS SECTION					
I. CLINICAL KNOWLEDGE AND SKILLS	1	2	3	4	5
<p><b>Knowledge in Subject Area:</b> Includes level of knowledge and application to clinical problems.</p>	<p>Never demonstrates an understanding of basic principles.</p> <ul style="list-style-type: none"> <li>Never applies knowledge to specific patient conditions</li> </ul>	<p>Inconsistently demonstrates understanding of basic principles.</p> <ul style="list-style-type: none"> <li>Inconsistently applies knowledge to specific patient conditions.</li> </ul>	<p>Generally, demonstrates understanding of basic principles.</p> <ul style="list-style-type: none"> <li>Generally applies knowledge to specific patient conditions.</li> </ul>	<p>Often demonstrates understanding of basic and some complex principles.</p> <ul style="list-style-type: none"> <li>Often applies knowledge to specific patient conditions.</li> </ul>	<p>Consistently demonstrates understanding of basic and most complex principles.</p> <ul style="list-style-type: none"> <li>Consistently applies knowledge to specific patient conditions</li> </ul>
<p><b>Data Gathering Skills:</b> Includes basic history and physical examination</p>	<ul style="list-style-type: none"> <li>Never obtains basic history and physical</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently obtains basic history and physical</li> </ul>	<ul style="list-style-type: none"> <li>Generally obtains basic history and physical.</li> </ul>	<ul style="list-style-type: none"> <li>Often obtains basic history and physical.</li> <li>Obtains some elements of more advanced history and physical</li> </ul>	<ul style="list-style-type: none"> <li>Consistently obtains basic history and physical.</li> <li>Obtains elements of more advanced history and physical</li> </ul>
<p><b>Clinical Skills:</b> Includes oral case presentations, written or dictated notes, histories, physical exams and procedural skills.</p>	<ul style="list-style-type: none"> <li>Never communicates medical histories and physical exams in an organized or complete manner.</li> <li>Not attentive to patient comfort or dignity and demonstrates poor motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently communicates medical histories and physical exams in an organized or complete manner</li> <li>Inconsistently demonstrates good motor skills and</li> </ul>	<ul style="list-style-type: none"> <li>Generally communicates medical histories and physical exams in an organized or complete manner.</li> <li>Generally demonstrates good motor skills and generally demons</li> </ul>	<ul style="list-style-type: none"> <li>Often communicates medical histories and physical exams in an organized or complete manner.</li> <li>Often demonstrates good motor skills and often demonstrates good motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently communicates medical histories and physical exams in an organized or complete manner.</li> <li>Consistently demonstrates good motor skills.</li> <li>Consistently attentive to patient comfort or dignity.</li> </ul>
PATIENT CARE SKILLS SECTION					
II. PATIENT CARE SKILLS	1	2	3	4	5
<p><b>Integration Skills:</b> 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.</p>	<ul style="list-style-type: none"> <li>Never independently identifies major patient problems.</li> <li>Unable to problem solve and organize issues efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently able to independently identify and prioritize major problems.</li> <li>Inconsistently able to problem solve and organize efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Generally able to independently identify and prioritize major problems.</li> <li>Generally able to problem solve and organize efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Often is able to identify and prioritize all major and most minor patient problems.</li> <li>Often is able to problem solve and organize efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Consistently able to identify and prioritize all major and minor problems.</li> <li>Consistently able to problem solve and organize efficiently</li> </ul>
<p><b>Management Skills:</b> Includes order writing, initiative, practicality, and independence.</p>	<ul style="list-style-type: none"> <li>Never offers an independent management plan or plan is unrealistic or illogical.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently offers an independent management plan and/or plan is often unrealistic or illogical.</li> </ul>	<ul style="list-style-type: none"> <li>Generally offers an independent management plan that is realistic and logical.</li> </ul>	<ul style="list-style-type: none"> <li>Often offers an independent management plan that is logical and realistic.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently offers an independent management plan that is logical and realistic and includes preventative counseling.</li> </ul>
<p><b>Patient Centered Care (PCC):</b> Skills including: 1. Elicits and negotiates agenda for the patient; 2. Elicits the patient’s perspective of their illness; and 3. Negotiates treatment plan with the patient</p>	<ul style="list-style-type: none"> <li>Never elicits and negotiates agenda with patients.</li> <li>Never elicits the patient’s perspective of his/her illness.</li> <li>Never negotiates treatment plan with the patient.</li> <li>Never integrates biomedical and psychosocial perspective into care plan and patient management</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently elicits and negotiates agenda with patients.</li> <li>Inconsistently elicits the patient’s perspective of his/her illness.</li> <li>Inconsistently negotiates treatment plan with the patient.</li> <li>Inconsistently integrates biomedical and psychosocial perspective into care plan and patient management.</li> </ul>	<ul style="list-style-type: none"> <li>Generally elicits and negotiates agenda for the patient.</li> <li>Generally elicits the patient’s perspective of his/her illness.</li> <li>Generally negotiates treatment plan with the patient.</li> <li>Generally integrates biomedical and psychosocial perspectives into care plan and management of the patient.</li> </ul>	<ul style="list-style-type: none"> <li>Often elicits and negotiates agenda with the patient.</li> <li>Often elicits the patient’s perspective of his/her illness.</li> <li>Often negotiates treatment plan with the patient.</li> <li>Often integrates biomedical and psychosocial perspectives into care plan and management.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently elicits and negotiates agenda with the patient.</li> <li>Consistently elicits the patient’s perspective of his/her illness.</li> <li>Consistently negotiates treatment plan with the patient.</li> <li>Consistently integrates biomedical and psychosocial perspectives into care plan and management.</li> </ul>

PROFESSIONALISM SECTION

III. INTERPERSONAL RELATIONSHIPS	1	2	3	4	5
<p><b>Communication Skills:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Never communicates information effectively</li> <li>• Never has an awareness to modify communication style and content to situation.</li> <li>• Unable to establish rapport.</li> <li>• Unable to listen and be silent.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently communicates information effectively.</li> <li>• Inconsistently has an awareness to modify communication style and content to situation.</li> <li>• Inconsistently able to establish rapport.</li> <li>• Inconsistently able to listen and be silent.</li> <li>• Inconsistently culturally proficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally communicates information effectively</li> <li>• Generally modifies communication style and content to situation.</li> <li>• Generally able to establish rapport.</li> <li>• Generally able to listen and be silent.</li> <li>• Generally culturally proficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Often communicates information.</li> <li>• Often modifies communication style and content to the situation.</li> <li>• Often able to establish rapport.</li> <li>• Often able to listen and be silent.</li> <li>• Often culturally proficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently able to communicate information.</li> <li>• Consistently able to modify communication style and content to the situation.</li> <li>• Consistently able to establish rapport.</li> <li>• Consistently able to listen and be silent.</li> <li>• Consistently culturally proficient.</li> </ul>
<p><b>Relationships with Patients and Families:</b> Includes courtesy, empathy, respect, compassion and understanding the patient's perspective.</p>	<ul style="list-style-type: none"> <li>• Disrespectful, indifferent, callus, discourteous or condescending.</li> <li>• Does not solicit the patient's perspective.</li> <li>• Imposes own personal values on patient when in conflict with their own.</li> <li>• Violates HIPPA including patient confidentiality.</li> <li>• Inappropriate boundaries.</li> <li>• Exhibits behavior that is potentially harmful to patients</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently shows respect, empathy and compassion.</li> <li>• Inconsistently solicits the patient's perspective.</li> <li>• Inconsistently respects patient's values or imposes own personal values on patient when in conflict with their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally demonstrates respect, empathy and compassion.</li> <li>• Generally solicits the patient's perspective.</li> <li>• Generally respects the patient's values, even when in conflict with their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Often demonstrates respect, empathy and compassion.</li> <li>• Often able to solicit the patient's perspective.</li> <li>• Often respects the patient's values even when in conflict with their own</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates respect, empathy and compassion.</li> <li>• Consistently able to solicit the patient's perspective.</li> <li>• Consistently respects the patient's values even when in conflict with their own.</li> </ul>
<p><b>Professional Relationships:</b> Ability to work collaboratively with team members including faculty staff and other students; courteous and cooperative attitude. Maintains composure in times of stress.</p>	<ul style="list-style-type: none"> <li>• Never collaborates and/or establish appropriate relationships with team</li> <li>• Never respects team members within and across specialties.</li> <li>• Not compassionate when interacting with team.</li> <li>• Never clarifies expectations or clinical responsibilities.</li> <li>• Inappropriate boundaries.</li> <li>• Disrespectful, indifferent, callus, discourteous or condescending.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently collaborates and/or establishes appropriate relationships with team.</li> <li>• Inconsistently respects the roles of team members within and across specialties</li> <li>• Rarely is compassionate when interacting with team</li> </ul>	<ul style="list-style-type: none"> <li>• Generally collaborates and establishes appropriate relationships with team.</li> <li>• Generally recognizes and respects roles of all team members within and across specialties.</li> <li>• Generally is compassionate when interacting with team.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates well with entire team.</li> <li>• Always recognizes and respects roles of team members within and across specialties.</li> <li>• Often compassionate when interacting with team.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates effectively with entire team and seeks to improve team function.</li> <li>• Consistently recognizes and respects roles of team members within and across specialties and works to improve team cohesion.</li> <li>• Consistently compassionate when interacting with team</li> </ul>

PROFESSIONAL/PERSONAL CHARACTERISTICS SECTION

IV. PROFESSIONAL/PERSONAL CHARACTERISTICS	1	2	3	4	5
<p><b>Educational Attitudes:</b> Includes active participation in learning, self-reflection and responsiveness to feedback and provides respectful and constructive feedback</p>	<ul style="list-style-type: none"> <li>• Never does what is required.</li> <li>• Does not respond appropriately to feedback.</li> <li>• Never reflects on their own knowledge base.</li> <li>• Never participates in educational experiences</li> <li>• Is not actively engaged in learning.</li> <li>• Argumentative or hostile with feedback.</li> <li>• Values self above others, sense of entitlement.</li> <li>• Engages in destructive competition.</li> <li>• Feedback provided to others is not respectful.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently does what is required.</li> <li>• Inconsistently responds appropriately to feedback.</li> <li>• Inconsistently reflects on their own knowledge base.</li> <li>• Inconsistently participates in educational experiences.</li> <li>• Inconsistently is actively engaged in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally does what is required.</li> <li>• Generally responds appropriately to feedback.</li> <li>• Generally able to reflect on their own knowledge base.</li> <li>• Generally participates in educational experiences.</li> <li>• Generally is actively engaged in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Often does what is required and often seeks additional learning opportunities beyond required level.</li> <li>• Often seeks feedback and responds appropriately.</li> <li>• Often is able to reflect on their own knowledge base.</li> <li>• Often participates in educational experiences.</li> <li>• Consistently and active</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates in all activities.</li> <li>• Actively seeks feedback and responds appropriately.</li> <li>• Initiates self-assessment and teaches others.</li> <li>• Consistently participates in educational experiences.</li> <li>• Consistently engaged in learning. Asks insightful questions, motivates others, and demonstrates leadership with individuals and in- group settings.</li> </ul>
<p><b>Dependability and Responsibility:</b> Includes attendance, preparation, and personal appearance. Maintains personal honor and integrity.</p>	<ul style="list-style-type: none"> <li>• Frequently late without a legitimate reason or unprepared</li> <li>• Never follows through with assigned tasks.</li> <li>• Not trusted to work independently.</li> <li>• Dishonest in any way.</li> <li>• Does not maintain appropriate appearance.</li> <li>• Absent without an excuse</li> <li>• Erratic or unpredictable behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally late or unprepared.</li> <li>• Inconsistently follow through with assigned tasks.</li> <li>• Rarely trusted to work independently</li> </ul>	<ul style="list-style-type: none"> <li>• Generally on time and prepared.</li> <li>• Generally follows through with assigned tasks.</li> <li>• Generally trusted to work independently and knows limits and asks for help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Always on time and prepared.</li> <li>• Follows through with assigned tasks and often volunteers additional effort to follow through with patient care.</li> <li>• Consistently trusted to work independently and knows limits and asks for help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently on time and prepared for required and optional activities.</li> <li>• Follows through with assigned tasks and consistently volunteers additional effort to follow through with patient care.</li> <li>• Consistently trusted to work independently and knows limits and asks for help when needed.</li> </ul>

## FAMILY MEDICINE ELECTIVE | GRADING CRITERIA

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

### Honors

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Students must receive at least eight scores of 5 and no score less than a 4 in any category for Honors.

### High Pass

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Students must receive at least eight scores of 4 and no score less than a 3 in any category for High Pass.

### Pass

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

### Fail

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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            |