

Chronic Care Clerkship

Faculty Evaluation of Comprehensive Write-up Presentation

Date: _____ Student Name *(Please Print)*: _____ Evaluator Name *(Please Print)*: _____

Please rate each of the following aspects of the **Student Comprehensive Write-up Presentation** using the scale of:
 VP = Very Poor, P = Poor, F = Fair, G = Good, VG = Very Good, E = Excellent

Inclusion of relevant medical issues affecting the patient's and families' experience of illness	VP	P	F	G	VG	E
Presentation of patient / family perception of illness	VP	P	F	G	VG	E
Analysis of physical and monetary barriers that affect quality of care and life	VP	P	F	G	VG	E
Analysis of social issues (family, community, etc) that affect quality of care and life	VP	P	F	G	VG	E
Analysis of quality of life issues	VP	P	F	G	VG	E
Statement of important learning issues gained from the case analysis	VP	P	F	G	VG	E
Ability to handle questions from the audience	VP	P	F	G	VG	E
Clarity and organization of the presentation	VP	P	F	G	VG	E

Strengths of the presentation:

Areas for improvement:

Overall, the grade for the COMPREHENSIVE WRITE-UP PRESENTATION is: *(Check one)*

____ Fail ____ Pass ____ High Pass ____ Honors

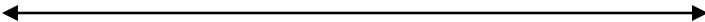
Evaluator Signature: _____

Chronic Care Clerkship

Mini-CEX Evaluation Form

Date: _____ Student Name (Please Print): _____ Evaluator Name (Please Print): _____

Please rate each of the following aspects of the **Student Comprehensive Write-up Presentation**:

	Segregated Disease Focused Provider Oriented			Integrated Holistic Patient Centered Quality of Life Focused	
ENVIRONMENT	<input type="checkbox"/> Student does not acknowledge environment <i>Score: 0 points</i>	<input type="checkbox"/> Student describes the effect of one aspect of environment on the patient's illness experience <i>Score: 1 point</i>	<input type="checkbox"/> Student recognizes and describes multiple environmental influences: family, physical, social, vocational <i>Score: 2 points</i>	<input type="checkbox"/> Student articulates the interaction between the patient, his/her illness and multiple aspects of the environment <i>Score: 3 points</i>	
ADAPTATION	<input type="checkbox"/> Student does not acknowledge concept of adaptation to disability/end of life <i>Score: 0 points</i>	<input type="checkbox"/> Student acknowledges the concept of adaptation to disability in the patient discussion <i>Score: 1 point</i>	<input type="checkbox"/> Student recognizes that adaptation to disability may be constructive and healthy or negative and a source of secondary morbidity <i>Score: 2 points</i>	<input type="checkbox"/> Student clearly articulates the ways in which his/her patient has or has not been successful at adaptation to disability or end of life <i>Score: 3 points</i>	
HEALTH SYSTEMS	<input type="checkbox"/> Student does not mention systems of health care delivery <i>Score: 0 points</i>	<input type="checkbox"/> Systems of care are acknowledged in patient discussion <i>Score: 1 point</i>	<input type="checkbox"/> Systems of care are identified and the student evaluates them <i>Score: 2 points</i>	<input type="checkbox"/> Student articulates the relationship between the systems of health care delivery and the patients' quality of life <i>Score: 3 points</i>	

TOTAL POINTS: _____