

CLINICAL NEUROSCIENCE MID-CLERKSHIP STUDENT SELF-ASSESSMENT AND FEEDBACK

In order to optimize both students' learning experience and their performance in the second half of each clinical rotation, we have developed and implemented a mid-clerkship feedback process centered on two components, a student self-assessment form and a faculty formative feedback form. **It is our policy and expectation that the feedback process take place in a one-on-one, face-to-face session between the student and the preceptor.** Importantly, the feedback process is intended as a tool for *learning and improvement*, as opposed to an *evaluation* tool; i.e., it is *not* meant to forecast, predict, or suggest a grade for the clerkship.

For students: Feedback is particularly helpful when you take an active role in reflective self-assessment prior to the feedback session, in contrast to passively receiving feedback. Furthermore, research has shown that if you make an effort to correlate or validate your own perceptions of your performance with specific external cues and evidence from your experience, the process is more likely to be beneficial. *With these facts in mind*, please complete the following form *prior* to your mid-clerkship feedback session and share the completed form with the faculty member providing feedback.

For preceptors: Feedback is most helpful when it is geared to the individual student's concerns and when it offers specific, concrete, and constructive suggestions for improvement. *With this in mind*, please be sure to respond specifically and directly to the learning objectives created by the student, and to the students overall self- assessment. Work with the student to generate an individualized and substantive plan for identifying and clarifying areas of disconnect (positive or negative) between the student's self- perception and objective performance, perpetuating progress and excellence, and establishing competence and proficiency in areas that require additional focus. Please make every effort to be clear as to which aspects of feedback are prompted by the student's self-assessment, and which are originating from observations made by supervisors. *Narrative comments are most helpful.*

The student, preceptor, and core faculty member must ALL sign the form.

Thank you for your participation and thoughtful reflection. Please direct questions, concerns, and comments regarding the mid-clerkship feedback process to Mahima Sathe.

CLINICAL NEUROSCIENCE MID-CLERKSHIP STUDENT SELF-ASSESSMENT AND FORMATIVE FEEDBACK

Student: _____

Date: _____

Preceptor: _____

Site: _____

Student: Please complete this form *prior* to your mid-clerkship formative feedback session and share the completed form with the preceptor and faculty member providing feedback. After the feedback session, the **Student, Preceptor, and Faculty** must sign this form.

Do you know the goals and objectives of this clerkship and your role? YES ___ NO ___

1. What are your personal learning goals for this clerkship? What resources have you utilized to assist progress toward meeting these goals?

2. What do you think are some of your strengths in this clerkship, and why? (*List at least 3*)

3. What do you think you need to focus on for improvement in this clerkship, and why? (*List at least 3*)

4. What, in addition to your individual goals, would you like explicit feedback about? (*List at least 3 questions or areas of concern*)

CLINICAL NEUROSCIENCE MID-CLERKSHIP FORMATIVE FEEDBACK

Feedback on Student Performance	Student Self Assessment			Preceptor Assessment		
	Below Expected Level	At Expected Level	Above Expected Level	Below Expected Level	At Expected Level	Above Expected Level
Patient Care Students must be able to provide care that is compassionate, appropriate, ethical, and effective for treating health problems and promoting health.						
Medical Knowledge Students are expected to master the necessary body of knowledge within the basic, clinical, and cognate sciences to manage patients' health.						
Practice-Based Learning and Improvement Students must be able to study, reflect, and evaluate patient care practices, appraise and assimilate scientific evidence, and understand their learning needs.						
Systems-based practice Students must demonstrate an awareness of and responsiveness to the larger context and systems of health care and the ability to call on system resources to provide care that is of optimal value.						
Interpersonal & Communication Skills Students must demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and professional associates.						
Professionalism Students must demonstrate a commitment to professional service, adherence to ethical principles, and sensitivity to diverse patient populations.						

Faculty: Please provide specific comments addressing each of the following areas (required):

1) Areas of particular strength

2) Improvement goals for this clerkship (including students identified goals)

3) Specific strategies for improvement

For faculty member: Did you provide direct feedback in response to the student's self-assessment? YES _____ NO _____

I acknowledge I have participated in the feedback process and have read the above:

Student Signature (Must Sign)

Preceptor Signature (Must Sign)

Faculty Signature (Must Sign)