**We need your narrative comments!**

**How are your comments used?**

* To provide details about student performance and to provide support for high marks and occasional low marks you might give to students
* In dean’s letters – not all comments are used in the dean’s letter, so don’t hesitate to give us your honest comments on the student’s performance.
* By you in writing your future letters of recommendation

**We offer free CME** for several 10 minute online modules, including writing narrative comments on student assessments

Google: FIU faculty development modules

<https://medicine.fiu.edu/academics/continuing-medical-education/online-teaching-modules/index.html>

*Procedures/OR*

* The student **quickly improved** in OR related **skills** of knot tying/would closure.
* The student **knew the patient well** before the case and was able to answer questions appropriately during surgery; for example \_\_\_\_\_\_\_\_\_\_\_\_
* The student was able to **identify** major anatomical **landmarks** during surgical cases.
* The student **followed up on patients** after their surgical cases, showing strong interest in patient care.
* The student identified all aspects of **post-op orders**.
* The student **performed** the following **procedures** well: \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I had to explain to the student how to **write post op orders** and the student replied that on other rotations, orders were pre-printed.
* I had to explain to the student how to write **post op orders** several times.

*Self-Assessment, Feedback, and Using Evidence*

* She exhibited her clinical curiosity by **asking and researching questions** about the effectiveness of pre-op antibiotics in preventing post-op infection in a patient with \_\_\_\_\_\_\_\_\_\_\_\_.
* The student was **responsive to feedback**, for example \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I am concerned about the **student’s ability to respond to feedback**. The student did not adjust patient notes in response to my multiple feedback comments to be sure to include social barriers to care, such as lack of transportation or inability to afford medication, to the problem list and to include the patient’s perspective in the HPI and plan of care, for example patients wanting to try herbal or lifestyle options rather than medications.

*Interpersonal and Communication Skills*

* The student **elicited barriers to care** for a complex case; for example \_\_\_\_\_\_\_\_\_\_
* The student **elicited the patient’s thoughts** on what was causing the symptom or the medical issue; for example \_\_\_\_\_\_\_\_\_\_\_\_\_
* The student was able to **establish rapport** with and reassure patients of differing cultures, including Haitian, Hispanic, Indian and Middle Eastern.
* The student **demonstrated sensitivity, honesty, and compassion** in difficult conversations, for example in conversations with patients concerning death and end-of-life issues.
* The student’s **oral presentations and notes were concise, organized, and** **complete**, including all relevant clinical information.

*Professionalism (Compassion, Respect, Accountability, Ethics)*

* The student demonstrated **compassion, integrity, and respect** for others, for example \_\_\_\_\_\_\_
* The student demonstrated **accountability** to patients, society, and the profession, for example \_\_\_\_\_\_\_
* On several occasions, the student **walked into patient rooms without knocking** on doors and while patient was undergoing rectal examination.
* The student was **late** on several occasions, showing up after surgeries were finished, not pre-rounding on patients (even though she was given our cell number to text us the night before to know patients she should pre-round on).
* The student **did not seem focused and frequently appeared uninterested** in the rotation.
* I am concerned about the student’s **truthfulness**. On 2 occasions details related regarding patient interactions contradicted the student’s account; the student said the abdominal examination was negative for issues and the patient in both situations said that no PE had been done by the student.
* The student intelligently and articulately raised an **ethical issue**, specifically discussing ethical concerns around partner notification of HIV diagnosis.

*Patient Care Coordination and Advocacy*

* The student incorporated **cost awareness and risk-benefit analysis** in patient care, for example \_\_\_\_\_\_\_
* The student **advocated** for quality patient care, for example \_\_\_\_\_\_\_\_
* The student **recognized an error** and brought it to my attention, for example \_\_\_\_\_\_

*Interprofessional Collaboration (Teamwork including Staff)*

* The student **educated the team** on information that improved patient care AND/OR the overall quality of care at the clinic site; for example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The student **empowered other team members**, and maximized the contributions of diverse team members; for example \_\_\_\_\_\_\_\_\_\_\_\_
* The student **educated the patient and checked understanding** on how to take medications outpatient, displaying awareness of the patient’s insurance status and appropriate treatments available.

*Patient Care (History/Physical/Assessment/Plan; Compassionate, Appropriate, Effective Patient-Centered Care)*

* The student **prioritized and considered emergent and urgent diagnoses** for surgical issues; for example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The student demonstrated a **superior fund of knowledge**; for example \_\_\_\_\_\_\_\_\_\_
* The student provided appropriate **assessments** for each problem.
* The student **identified all medical problems**.
* I am concerned about the student’s ability to recognize **acute situations**; the student did not recognize a patient was becoming stable while obtaining the history. The patient presented with rectal bleeding. When I oriented the student to working with me, I discussed that if a patient looks ill or has certain vital signs, the student should immediately get me; this did not occur in this situation.
* The student required **more than the usual amount of prompting** to attend to necessary clinical tasks at hand.

*Personal and Professional Development (Self Awareness, Conflict Management, Emotional Intelligence)*

* The student demonstrated outstanding **poise and flexibility** in difficult/new situations; for example \_\_\_\_
* The student has a very **calm manner** and was **not flustered** in challenging situations, for example \_\_\_\_\_
* The student demonstrated **appropriate self-confidence** that put patients, families, and members of the health care team at ease.
* The student was **responsive to feedback**, improving in efficiency and skill in performing pelvic examinations and quickly learning to take a targeted history patients with abdominal pain.
* The student **read** about clinical cases seen that day.
* The student **read about and was prepared** for surgical cases ahead of time.

*You Have Concerns about the Student:*

* I have **concerns** about the student, specifically \_\_\_\_\_\_\_