**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 your letters of recommendation

**We offer free CME for these 10 minute online modules related to teaching:**

1. Narrative Comments on Student Evaluations
2. Orientation to Clerkship Teaching
3. Feedback in Clinical Teaching
4. Entrustable Physician Activities Primer
5. Patient Role in Teaching

Google: FIU faculty development modules

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

**Examples of Quality Narrative Comments:**

*Self-Assessment, Feedback, and Using Evidence*

* The student **exhibited clinical curiosity** by asking and researching questions about the effectiveness of the SSRI’s versus counseling in treating depression.
* The student was **responsive to feedback**, for example I encouraged the student to discuss the confidentiality of the patient interaction with patients prior to asking about social history and the student has done this consistently in response.
* 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 vaginal examination.
* The student was **late on several occasions**, showing up after clinic had begun and not huddling on patients (even though the student was given access to the EMR and specific instructions about patient information required for the huddle).
* 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 physical examination was negative for any 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 principles of competence and autonomy around a patient with declining treatment.

*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 relaxation and meditation techniques, displaying awareness of the patient’s insurance status and appropriate classes and at home options available.

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

* The student **prioritized and considered emergent and urgent diagnoses**; for example \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The student demonstrated a **superior fund of knowledge**; for example the student was able to explain the criteria for diagnosis of rheumatoid arthritis, answered anatomy questions correctly regarding seizure and stroke symptoms, and explained the effectiveness and correct use of various treatment options for PTSD.
* The student provided **appropriate assessments** for each problem.
* The student identified all medical and psychosocial problems.
* I am concerned about the student’s ability to **recognize acute situations**; the student did not recognize a patient was becoming overly agitated while obtaining the history.
* 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 was **easily flustered** when put in a new situation, for example \_\_\_\_
* The student demonstrated **appropriate self-confidence** that put patients, families, and members of the health care team at ease.
* The student **read about clinical cases** seen that day.

*You Have Concerns about the Student:*

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

Contact Suzanne Minor, MD at [seminor@fiu.edu](mailto:seminor@fiu.edu) for any faculty development needs