

WEEKLY

Student: _____ Date: _____

Small Group Clinical Inquiry Evaluation

	Few Students ≤ 10%		Most Students ~ 80%			Few Students ≤ 10%
Clinical Question	Consistently ill-defined, does not have patient specific details	Missing identifiers or relevant history of patient, question unclear	Appropriate patient information with question that may be too broad or narrow.	Most relevant patient information with appropriate clinical question, lacking some depth	Clearly defined and thoughtful question relevant to specific patient information, not always useful for others	Clearly-defined, answerable, patient centered questions highly useful to clinical care.
Presentation	Consistently disorganized, over/under time, or rushed materials	Ill-focused presentation, lacking depth, missing materials	Satisfactory content of presentation without clarity or materials	Appropriately relevant presentation but sometimes lacks in clarity or content	Coherent and concise with clear take home points but not patient specific	Thorough and concise presentation with take away points relevant to specific patient
Resources	Lacks appropriate citations or evidence-based citations	Lower quality resources, no explanation of resources	Evidenced resources support presentation, some struggles with resource selection	Consistently supports presentation with evidenced material but cannot explain relevance, sometimes links to patient	Consistent use of appropriate, relevant resources, misses some key sources, usually linked to the patient	Excellent selection, application and citation of high quality evidence, always applies back to the patient
Knowledge	Inaccurate medical information with basic concepts	Applies basic knowledge, struggles with or avoids complex topics	Presents complex topics but cannot answer questions	Presents complex concepts AND answers others' questions for basic concepts	Can present and teach complex concepts, facilitates application of complex concepts	Shows command of complex concepts, able to teach and answer all complex questions
Facilitation	Fails to engage group in ANY discussion.	Minimal discussion, or others start the discussion	Presentation encourages some discussion that is brief or superficial	Presentation style usually invites adequate discussion	Style encourages appropriate and deep discussion during their own AND others' presentations	Actively assists others in finding areas for discussion in addition to encouraging deep and appropriate discussions in all presentations
Participation	Some days with NO group participation, or overshadows others	Participates with reticence, or speaks over others	Some active listening, often participates, allows others to participate	Most active listening, equal contributions as others	Always participates, always shows active listening, usually balances needs for group	Masterful balance of self participation, encouraging others to speak, consistently showing active listening
Areas of Strengths:			Suggestions for Improvement (Required):			