

Evaluation Instrument for Students Enrolled in Clinical Experiences Focusing on Social Determinants of Health (SDH)

Instructions for evaluators: Please choose which level of learner best fits the student for each category based on prompts below after the student has completed the rotation. Please choose only from the levels provided. The student must meet all criteria for a level to be scored on that level.

Student's name _____

Student's academic year (e.g. MS4) _____

Your name _____

Clinical or other settings in which you worked with this student (e.g. well visits, sick visits, multidisciplinary clinic, one on one discussion, etc.)

Evaluation of Student

1. SDH Identification

Rate the learner's ability to **identify** different **Social Determinants of Health (SDH)** during patient encounters and discussions.

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Did not correctly identify social determinants of health.</i>	<i>Starting to identify social determinants of health.</i>	<i>Able to identify social determinants of health some of the time.</i>	<i>Able to identify various social determinants of health most of the time.</i>	<i>Advanced in identifying social determinants of health (ex; Identifies food insecurity and aware of specific community resources e.g. food stamps, WIC).</i>

2. RESOURCES

Rate the student's ability to appropriately **link to community resources** that are available to meet a family's social needs (e.g. education, daycare, support groups, etc.) and financial needs (food, utilities, housing, etc.).

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Lacked basic understanding of resources available</i>	<i>Early understanding of available community resources</i>	<i>Connected families to resources available in some circumstances.</i>	<i>Connected families to resources available in most circumstances.</i>	<i>Always walked families through how to connect with community resources.</i>

	<i>in community or how to find them.</i>	<i>and how to find them</i>			
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3. **EMPATHY**

Rate the student's ability to demonstrate **empathy** by understanding a family's situation, perspective and feelings during patient encounters and discussions.

Clinical empathy is defined as the ability to: (1) understand the patient's situation, perspective, and feelings (and attached meanings), (2) communicate that understanding and check its accuracy, (3) and act on that understanding with the patient in a helpful (therapeutic) way. (Quince et. Al 2016)

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Did not demonstrate empathy</i>	<i>Made attempts to demonstrate empathy</i>	<i>Able to demonstrate empathy in some situations</i>	<i>Appropriate empathy most of the time</i>	<i>Showed empathy above level of medical student (ex; showed initiative in learning about families & struggles beyond basic social history)</i>

4. **INDIVIDUALIZED CARE within Unique Patient Population**

Rate how effectively the student assisted in individualizing care to fit the patient's needs.

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Had difficulty adapting care based on individual patient and situation.</i>	<i>Made a noticeable effort to understand unique characteristics and barriers in order to individualize care yet still required prompting</i>	<i>Demonstrated ability to individual care to fit a patient's needs in some patient encounters</i>	<i>Demonstrated ability to individual care to fit a patient's needs in most patient encounters</i>	<i>Routinely assisted with patient's individual needs (ex; specifically asked questions related to underserved, urban population if that was area served and presented findings, formulated plan)</i>

5. **RESILIENCY**

Was this student able to identify resiliency factors in patients and their families?

Resiliency is defined by the American Psychological Association as the process of adapting while in the face adversity, trauma, tragedy and other sources of stress that still allow a family to thrive. Example- a teenage mother is still able to attend and graduate from high school or college.

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Had difficulty understanding what resiliency factors were. Could not identify why they were important to patient and family success.</i>	<i>Showed basic understanding of the concept of resiliency and started to identify these factors in patients and families.</i>	<i>Showed understanding of the concept of resiliency and sometimes identified resiliency factors in patients and families.</i>	<i>Able to appropriately identify resiliency factors most of the time in patients and families. Demonstrated understanding most of the time of how these factors contribute to patient success and medical care.</i>	<i>Excelled in identifying resiliency factors and easily able to understand how they contribute to patient outcomes and successes. Discussed these factors with families while being encouraging and supportive (ex. Praised above mom in example above for finishing school, discussed what next options could be, where she could find help, etc)</i>

6. **PATIENT COMMUNICATION**

Rate the student's use of effective **communication** skills when interacting with families (with emphasis on use of plain language, avoidance of medical jargon and emerging ability to provide teachback).

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Difficulty communicating with families in plain language with frequent use of medical jargon.</i>	<i>Made attempts to use plain language in communication with families but unable to move away from medical jargon some of the time.</i>	<i>Frequently used plain language appropriately and avoided medical jargon most of the time, though acknowledged when medical terms were used and always defined them.</i>	<i>Communicated using plain language appropriately and always avoided medical jargon.</i>	<i>Communicated with families easily and frequently using easy to understand language all of the time. Often used teach back method to ensure families understood process. Always avoided medical jargon.</i>

7. **PLAIN LANGUAGE DOCUMENTATION**

Was this student able to use **plain language documentation** when providing a patient plan to families, especially with regards to avoiding medical jargon and being sensitive to health literacy levels?

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Documentation was not completed using plain language</i>	<i>Noticeable attempt to document in plain language but unable to do so in a logical and understandable way some of the time.</i>	<i>Made an effort to document in plain language adapted to a family's health literacy level but at times used medical jargon.</i>	<i>Always documented in plain language without the use of medical jargon</i>	<i>Always documented in plain language without the use of medical jargon. Used pictures, simple words, and other strategies as needed for easily understood documentation. E.g. supplemented patient plans with other types of handouts with pictures/figures to aid family understanding</i>

8. **INTERDISCIPLINARY TEAMS**

Rate how the student demonstrated an **integrated use of different specialties** (e.g. Social Workers, Medical-Legal Partnership, Nurse Practitioners, Nurses, Community Health Workers, etc.) during patient care visits to evaluate and address the social determinants of health.

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Did not understand how allied health workers could be integrated into patient care when addressing social determinants of health.</i>	<i>Understood when referrals to medical-legal partnership, social work, and other members of multidisciplinary team were necessary but often needed help in remembering to use them in specific patient situations.</i>	<i>Understood the roles of different specialties and their contributions to addressing the social determinants of health and sometimes considered consulting them as part of their patient plan.</i>	<i>Understood the roles of different specialties and their contributions to addressing the social determinants of health and often discussed consulting them as part of their patient plan.</i>	<i>Independently consulted MLP, social workers, and other members of multidisciplinary team. Always considered including the above ancillary staff and addressed their potential contribution to the patient and family unit.</i>

9. **CULTURAL HUMILITY**

Rate the student's ability to work with patients of different socioeconomic and cultural backgrounds.

"Cultural humility incorporates a lifelong commitment to self-evaluation and self-critique, to redressing the power imbalances in the patient-physician dynamic, and to developing mutually beneficial and non-paternalistic clinical and advocacy partnerships with communities" (Tervalon and Garcia, 1998)

In simpler terms - when providers identify their own biases and are aware of how culture affects health behaviors but approach each clinical encounter with an open mind to learn about patients as individuals. (Guevara, 2021)

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Often appeared judgmental towards patients of a different culture or socioeconomic status with an unwillingness to learn more about their backgrounds.</i>	<i>Student sometimes found it difficult to engage with patients of different backgrounds and change approach to conversations.</i>	<i>Seemed interested in learning about the cultural and socioeconomic differences of patients some of the time. Exhibits early understanding of implicit bias.</i>	<i>Seemed to be genuinely interested in learning about the cultural and socioeconomic differences of patients most of the time, able to identify and reflect on their own implicit biases.</i>	<i>Always had a positive attitude and willingness to learn about different backgrounds, often mitigating cultural barriers. Showed an effort to recognize their own implicit biases. Intuitively handled difficult conversations.</i>

10. **POPULATION ADVOCACY**

Rate the student's understanding of how **advocacy within a medical career** is an important part of health care outcomes.

Unable to Evaluate	Level 1 Absolute beginner	Level 2 Beginner	Level 3 Intermediate	Level 4 Proficient (Practiced/Skilled)	Level 5 Expert (well-practiced, versatile knowledge)
	<i>Difficulty recognizing the effects of advocacy on patient health at an individual and population level.</i>	<i>Basic understanding of how advocacy can supplement a medical career and how this benefits patient care at an individual and</i>	<i>Some understanding of how advocacy can supplement a medical career and how this benefits patient care at an individual and</i>	<i>Understands how advocacy can supplement a medical career and how this benefits patient care at an individual and population level.</i>	<i>Advanced understanding of how advocacy within a medical career affects patient care at an individual and population level (ex. Uses references to lectures/readings throughout course).</i>

		<i>population level.</i>	<i>population level.</i>		
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Instrument Feedback

Raters, please assist us in studying this new instrument by answering the following 3 questions:

- 1) Please rate ease of use of this instrument:
 - a. Difficult
 - b. Somewhat difficult
 - c. Neutral
 - d. Somewhat easy
 - e. Easy

- 2) How much time did it take to complete this instrument (rounded to the nearest minute) - _____ minutes

- 3) Please provide any comments or questions about this instrument:
