

**PATIENT-AND FAMILY-CENTERED MEDICAL EDUCATION:  
A SELF-ASSESSMENT INVENTORY FOR MEDICAL SCHOOLS**

These questions are designed to help those involved with medical education evaluate their curriculum, environment, and approach in relation to preparing trainees to practice patient- and family-centered care.

Inviting professionals from various departments and disciplines, trainees and alumni, and patients and families to meet to review completed checklists will stimulate dialogue and contribute additional perspectives.

Yes No

**▼ Patients and families as teachers**

- Does your program provide opportunities for trainees to learn directly from patients and families about how they experience health care? .....  Yes  No
- Do patients and families serve as faculty for clinical courses? .....  Yes  No
- Are patients and families invited to speak at conferences, grand rounds, and continuing education programs? .....  Yes  No
- Are patients and families active participants in bedside rounds? .....  Yes  No
- Has the institution created:
  - a position for a consumer liaison or consultant? .....  Yes  No
  - a patient and family advisory council? .....  Yes  No
  - a patient and family faculty program? .....  Yes  No

**▼ Relating to patients and families**

- Are trainees taught to recognize and promote strengths in patients and families? .....  Yes  No
- Do trainees learn how to facilitate patients' and families' access to peer and advocacy support? .....  Yes  No
- Is there instruction in family systems and dynamics and the ways these affect family members' perceptions and experiences? .....  Yes  No
- Are trainees taught how to incorporate psychosocial elements into a family history? .....  Yes  No

**▼ Community experience**

- Do trainees have opportunities to learn in a variety of clinical settings? .....  Yes  No
- Are there opportunities for trainees to develop cultural competency and community awareness by:
  - learning about community services and agencies? .....  Yes  No
  - visiting patients and families in their homes and other nonclinical settings? .....  Yes  No
  - attending a patient or family support or education group? .....  Yes  No



	Yes	No
<b>▼ Building communications skills</b>		
Is there comprehensive training, evaluation, and feedback for communication skills, such as:		
• eliciting the stories, perceptions, and priorities of patients and families? .....	■	■
• helping patients and families identify fears and beliefs that may hinder communication? .....	■	■
• identifying personal biases and beliefs that may serve as barriers to communication? .....	■	■
• bridging cultural gaps? .....	■	■
• delivering bad news? .....	■	■
• discussing sensitive issues? .....	■	■
• preparing patients and families for health care experiences? .....	■	■
• sharing information in affirming and useful ways? .....	■	■
• maintaining communication and a supportive presence in the face of chronic illness or therapeutic failure? .....	■	■
• guiding patients and family members to sources of information and support? .....	■	■
• discussing and facilitating the preparation of advance directives? .....	■	■
• documenting diagnostic strategies and care plans in clear and supportive language? .....	■	■
<b>▼ Ethics</b>		
Do trainees receive a grounding in ethical principles and the legal aspects of health care? .....	■	■
Do trainees have opportunities to discuss ethically complex decisions with patients and family members outside of clinical encounters? .....	■	■
Are there opportunities for trainees to discuss ethically complex situations as they arise with mentors and peers? .....	■	■
<b>▼ Collaboration</b>		
Are trainees taught collaborative approaches that reinforce the independence of patients and families in making plans for care and follow-up? .....	■	■
Do trainees become comfortable addressing the needs of patients and families beyond what technology has to offer (e.g., easing emotional suffering as well as physical pain, dealing with spiritual issues)? ...	■	■
Do trainees have the opportunity to learn how patients and families can collaborate with health care professionals in policy and program development? .....	■	■
Are trainees knowledgeable about complementary care options and comfortable talking with patients who want to explore them? .....	■	■



	Yes	No
Do trainees have opportunities to learn about the roles and skills of other professionals, including nurses, physician assistants, social workers, dietitians, psychologists, chaplains, family counselors, pharmacists, physical therapists, diagnostic technicians, occupational therapists, home health workers, hospice workers, and others? .....	<input type="checkbox"/>	<input type="checkbox"/>
Are there opportunities for trainees to participate in interdisciplinary course work and patient care experiences? .....	<input type="checkbox"/>	<input type="checkbox"/>
Is specific attention paid to effective discharge and transfer planning? .....	<input type="checkbox"/>	<input type="checkbox"/>
<b>▼ Support for trainees</b>		
Do trainees have adequate time for reflection, assimilation, and personal growth? .....	<input type="checkbox"/>	<input type="checkbox"/>
Are trainees given opportunities to share emotional reactions and concerns with faculty and peers? ....	<input type="checkbox"/>	<input type="checkbox"/>
Are trainees encouraged to adopt healthy lifestyles and attitudes? .....	<input type="checkbox"/>	<input type="checkbox"/>
Does the program provide support for trainees' personal and family needs? .....	<input type="checkbox"/>	<input type="checkbox"/>
Does the program recognize and encourage the individual strengths of trainees? .....	<input type="checkbox"/>	<input type="checkbox"/>
<b>▼ Mentors and teaching processes</b>		
Are there faculty development opportunities in the principles of patient- and family-centered practice? .....	<input type="checkbox"/>	<input type="checkbox"/>
Are there faculty development opportunities in developing effective teaching and communication skills for academic as well as community faculty? .....	<input type="checkbox"/>	<input type="checkbox"/>
Are teaching skills evaluated regularly? .....	<input type="checkbox"/>	<input type="checkbox"/>
Are there explicit rewards for patient- and family-centered clinical practice and teaching? .....	<input type="checkbox"/>	<input type="checkbox"/>
Are faculty members supported and encouraged in ways that promote a collaborative spirit? .....	<input type="checkbox"/>	<input type="checkbox"/>
Are faculty members supported in developing collaborative, interdisciplinary learning opportunities for trainees? .....	<input type="checkbox"/>	<input type="checkbox"/>
Do faculty members model compassionate and respectful attitudes toward patients, staff, and trainees? ....	<input type="checkbox"/>	<input type="checkbox"/>
Is feedback to trainees timely, specific, and helpful? .....	<input type="checkbox"/>	<input type="checkbox"/>
Do trainees receive feedback from patients and families? .....	<input type="checkbox"/>	<input type="checkbox"/>
<b>▼ Institutional commitment and planning</b>		
Does the mission statement and culture of the institution encourage staff and physicians to be helpful and respectful to each other and to patients and families? .....	<input type="checkbox"/>	<input type="checkbox"/>
Are patients and families included in development, planning, and evaluation of all programs? .....	<input type="checkbox"/>	<input type="checkbox"/>
Are trainees and alumni included in the development, planning, and evaluation of all curricular elements? .....	<input type="checkbox"/>	<input type="checkbox"/>
Adapted from: Innovations in Medical Education: A Self-Assessment Inventory (1995), Institute for Family-Centered Care, with support from the A.K. Watson Charitable Trust and the Josiah Macy, Jr. Foundation.		