

University of Miami Clinic Evaluation Instrument

	Rating [0 - 10]	What's Working Well	What's Not Working Well	Perceived Barriers
Priority Area 1: Family Centered Care				
<i>Outcome: The Family's capacity to meet the needs of the child is optimized.</i>				
FC1. Opportunities exist for the family to share concerns and priorities.				
FC2. Staff demonstrate effective communication skills such as listening, reflecting feelings, and concerns with families.				
FC3. Decisions are made by the family in collaboration with other team members.				
FC4. Team offers information in a variety of ways (written, videotape, audiocassette tape, workshop, etc.)				
FC5. Team helps families to teach their children special skills.				
FC6. Diagnostic reports are written in a manner the family can understand.				
FC7. Team creates ways for families to be involved in making decisions about services.				
FC8. Team gives families clear and complete information about their child's disability.				
FC9. Opportunities exist for families to give on-going feedback regarding the services they receive.				

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FC10. Families' needs, priorities, and concerns are listened to, valued, and incorporated into care planning.				
Priority Area 2: Interdisciplinary Teaming				
<i>Outcome: Child and family's diverse needs are addressed resulting in improved child and family outcomes</i>				
IT1. Team demonstrates respect for each other's knowledge and perspective.				
IT2. Team demonstrates an understanding of each disciplines' scope of practice and inherent overlaps.				
IT3. Team gathers to discuss diagnostic outcomes and interventions to understand the child's abilities and needs.				
IT4. Team jointly develops recommendations for further diagnostics or interventions.				
IT5. Diagnostic or intervention reports reflect integrated outcomes and recommendations from all team members.				
Priority Area 3: Cultural Competence				
<i>Outcome: All families will have access to appropriate care.</i>				
CC1. Demonstrate awareness of explanatory models (cultural constructs of reality and disability) by accessing and integrating family perspectives.				
CC2. Procedures are in place that support the use of interpreters to ensure the family's full participation and understanding.				

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CC3. All information is provided in a way that reflects and values the family's primary language and level of education.				
Priority Area 4: Health Administration [For Health Administration students only.]				
<i>Outcome: Trainees will participate in clinical rotations and management meetings to observe process and care intervention from a variety of perspectives: appointment scheduling, registration, cost and reimbursement.</i>				
HA1. Management meetings are led in a manner that facilitates: understanding of the purpose, staff defining the problem(s) and solutions, consensus on important issues, clearly defined responsibilities and anticipated follow-up.				
HA2. The budget process reflects quality upfront planning, monitoring of budget throughout the year, appropriate explanations for deficit/surplus and anticipated unknown expenses. Are the explanations reasonable and is there a plan for corrective action in place?				
HA3. The patient appointment process is well executed by staff including: the scheduler receives the required information from the parent, insurer was verified, an authorization was obtained and an appointment was scheduled.				
HA4. All aspects of the check-in process is understood by families including: patient voucher, facesheet, guarantor of payment, Notice of Privacy Practice, Consent to Treatment and Advanced Beneficiary Notice.				

1= Adequate. The trainee provides a thoughtful response with 3 to 4 examples that are congruent with the indicators being measured. The student demonstrates understanding by responding to specific questions that are focused on individual items in the instrument.

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0= Inadequate. The trainee provides few details and they are not congruent with the indicator being measured. The trainee is unable to demonstrate an understanding by responding to specific questions by the supervisor.

Trainee Total Score = _____

Passing Score is = or > 18

Failing Score is < 18

