

Clinical Observation Rating Form

Resident Name: _____ **Date:** _____

Skill	Check if Done	Comments/Notes
Data Gathering Skills:		
Elicited the chief complaint (MK-2, PC-1, PC-2)		
Fully characterized chief complaint (MK2, PC-1, PC-2)		
Elicited all pertinent positives, negatives (MK2, PC1, PC2)		
History-taking was hypothesis-driven (MK2, PC1, PC2)		
Obtained relevant PMH, Family, and Social Hx (Prof3, C2, PC1, PC2)		
Organized approach to interview (C2, PC1, PC2)		
Communication Skills:		
EHR (C-4)		
Elicited patient's agenda (C2)		
Used open-ended questions (PC1, PC2, C2)		
Listened without interruption (C2, Prof3)		
Used language patient understands (C2)		
Elicited patient's worries or fears (C2, PC1, PC2)		
Was kind, courteous, non-judgmental, and respectful (C-1, Prof-3)		
Assessed patient's understanding (e.g. "Do you have any questions so far?") (C-2, MK-2, PC-1, PC-2)		
Discussion of alternatives (e.g. "You could take this new medicine, or you could just continue with what you are doing now") (PC-1, PC-2, C-1, SBP1)		
Exploration of patient preference (e.g. "What do you think you'd like to do?") (C-1, PC-2, SBP1)		

Specific Feedback:

Observation of Clinical Reasoning Rating Form

Resident Name: _____ **Date:** _____

	Check if Done	Comments/Notes
Hypothesis generation and direction of data gathering- note specifically - if fails to recognize key feature or clues -if fails to generate multiple hypothesis -if unfocused data gathering (MK-2, PC1, PC2,)		
Refinement of hypothesis- more data collect/interpret/synthesis/verify Note -if quickly focuses on one diagnosis -if fails to agenda set and recognize other important complaints -if fails to recognize significance of cues (MK-2, PC1, PC2, PC3, C2, PBLI 1, PBLI 2)		
Diagnosis- note -if learner fails to make connections between various pieces of information -if failure to integrate patient perspective (MK-2, PC-1, PC2, PC3,C2)		
Development of management plan- note -if integration & synthesis of whole reasoning process is poor leading to proposal of inadequate plan (MK-2, PC1, PC2, PC3, SBP)		

Specific Feedback:

- Audétat MC¹, Laurin S, Sanche G, Béïque C, Fon NC, Blais JG, Charlin B. Clinical reasoning difficulties: taxonomy for clinical teachers. Med Teach. 2013;35(3):e984-9. doi: 10.3109/0142159X.2012.733041. Epub 2012 Dec 11.

- Smith J, Jacobs E, Li Z, et al. Successful Implementation of a Direct Observation Program in an Ambulatory Block Rotation. *J Grad Med Educ.*2017;9(1):113-118.