**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clerkship: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Circle One: Attending Fellow Resident Clerkship week #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FOCUS: Feedback and Observation of Clinical (UME) Students**

**PHYSICAL EXAM**

Please observe the student performing a **physical exam** on a patient they are caring for and provide them with feedback based on the behaviors listed below

* Prior to observation:
  + Ask student about specific areas they want to work on or areas you should focus your feedback on
* After you observe:
  + Encourage student assessment
  + Describe specific behaviors- use CSEF language below as prompts
  + Give positive and constructive feedback: at least 2 positives and 2 areas for improvement and develop an action plan

|  |
| --- |
| **Physical Exam** |
| ***A 3rd year student who is competent in this domain:***  *·Includes aspects of all routinely tested neurological systems in the routine neurological examination including mental status, cranial nerve, motor, sensory, reflex, coordination, and gait examinations in an organized fashion*  ***·*** *Attempts to uses the patient’s history to guide the neurological examination and expands testing of specific neurological systems based on the suspected localization (e.g., neuromuscular, movement, neuro-ophthalmologic, cognitive examinations)*  ***·****Performs examination in a patient-sensitive manner*  ***·****Identifies and interprets common and obvious pertinent findings*  ***A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:***  ***·****Performs specific maneuvers to increase or decrease likelihood of diagnoses on the differential (e.g., neuromuscular, movement, neuro-ophthalmologic, cognitive, coma examinations)*  *·**Demonstrates focused, efficient, and systematic exam on all relevant systems* |
| **Comments -specific examples of behaviors observed or missing from above:**  **(Note: It is okay to give your feedback verbally and have the student scribe- the important part is giving specific, timely, behaviorally based feedback)** |
|  |

**Student Reflection-What would you change or do differently?**

**Next steps for student growth:**

*These should be developed based on feedback from the observation and the above behaviors- student should develop these with faculty and write them here):*

1.

2.

3.

☐ I directly observed this student

☐ I provided verbal feedback to the student

Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_