**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 4th year student who is competent in this domain:* * Uses correct technique (including auscultating directly on the skin)for routine physical examination in an organized fashion
* Performs examination in a patient- sensitive manner
* Identifies and correctly interprets common and obvious pertinent findings
* Performs specific maneuvers to increase or decrease likelihood of diagnoses on the differential
* Demonstrates focused, efficient and systematic exam on all relevant systems

 *A 4th year student who is achieving behavior beyond the 4th year competency criteria:* * Identifies and interprets even subtle findings accurately such as examining the feet or checking for pressure ulcers
* Performs advanced specific physical exam maneuvers to increase or decrease likelihood of diagnoses on the differential
* Attempts to perform elements of the mental status exam for patients with cognitive impairment

 |
| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_