**Georgetown University School of Medicine Pediatrics Clerkship:**

**Focused Clinical Observation and Formative Feedback Form**

**Student:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Preceptor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name/Signature:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Patient Age:** □ Newborn (1-31 days) □ Infant (32 days – 11 mos) □Toddler (1-4 years) □ School Age (5-11 yrs) □ Adolescent (>12 yrs)

**Location:** □Inpatient □Outpatient

**Observed Skills (please check all that apply).** Please see the back of this form for guidelines for what to assess the student on under each of the three categories (Data Gathering/History Taking, Physical Exam and Information Giving). **The entire observation should take no more than 3-5 minutes (or the time it takes to get 2-3 feedback points).**

□ **Data Gathering/History Taking:**

□ Chief Complaint/History of Present Illness

□ Review of Systems

□ Interim History (well child visit)

□ Diet/Sleep/Elimination History

□ Developmental/School History

□ Health Maintenance

□ Past Medical History

□ Family History

□ Social /Cultural History

□ **Physical Exam:**

□ HEENT

□ Cardiopulmonary

□ Abdominal

□ Genitourinary/Gynecologic

□ Musculoskeletal

□ Neurological

□ Dermatologic

□ Psychiatric (Mental Status)

□ **Information Giving:**

□ Diagnosis Explanation /Differential Diagnosis

□ Diagnostic Testing

□ Anticipatory Guidance

□ Management Plan/Instructions/Follow up

□ Vaccine/Procedure Consent

**Key Feedback Points:** Please indicate at least one positive behavior and one behavior or skill the student can work to improve upon. This observation should be no more than a few minutes (as long as it takes to get 2-3 feedback points).

1. ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SKILL GUIDELINES:** What to look for and give formative feedback on (both positive and negative) during observation.

**COMMUNICATION AND INTERPERSONAL SKILLS:** (to be present throughout entire observation)

* Opening/Closing the interview
  + Introduces self
  + Calls parent/child by name
  + Shakes hands entering/leaving if appropriate
* Relationship Skills
  + Listens carefully
  + Reflects patient’s feelings or concerns
  + Legitimizes patients feelings or concerns
  + Offers partnership, support or praise
* Personal Manner
  + Appearance
  + Good eye contact
  + Appropriate, open body language, sits down
  + Appropriate facial expression, tone of voice
  + Uses silence appropriately

**DATA GATHERING:**

* Starts with open ended questions
  + Progresses with specific questions
  + Does not ask multiple questions
  + Does not ask presumptive or leading questions
  + Does not interrupt patient
  + Asks for clarification if necessary
  + Appropriately includes child in the interview
  + Logical sequencing of questions
  + Segment summary

**PHYSICAL EXAM:**

* + Washes hands
  + Minimizes discomfort
  + Preserves modesty
  + Explains exam to parent/child
  + Sequence matches cooperation level
  + Builds Rapport
  + Correct technique

**INFORMATION GIVING:**

* Avoids using jargon/explains medical terms used
* Solicits questions
* Explains reasons for recommendations
* Checks understanding of patient/family
* Assesses patient’s /family’s willingness to follow recommendations
* Assesses patient’s /family’s ability to follow recommendations
* Explains diagnosis and management plan; appropriately includes child
* Uses visual and written reinforcement
* Arranges for follow up; outlines reasons to contact/re-visit