

CLINICAL SKILLS ASSESSMENT FORM

PHASE 3 GENERAL PRACTICE / PRIMARY CARE

Date: Location:

Evaluator: Signature:

Student: Yr 5 Yr 6

Patient: Age: Sex: New Old

Problem(s):

Complexity: Low Moderate High

The rating form offers a continuum between examples of two extremes of performance for each clinical skills criterion. We are seeking your assessment of where along this continuum the student falls **for this consultation**. It is normal for students at the beginning of Phase 3 to be on the left of the continuum. Your objective rating helps them focus on where they need to improve.

Interpersonal communication (please tick at appropriate point on line) **Not observed**

0-----0-----0-----0-----0-----0-----0-----0-----0

Poor rapport, mainly closed questions, interrupts patient, uses medical jargon, follows own agenda, ignores patient concerns *Excellent rapport, uses open & closed questions appropriately, listens actively, balances own agenda & patient concerns*

Patient assessment (please tick at appropriate point on line) **Not observed**

0-----0-----0-----0-----0-----0-----0-----0-----0

Inaccurate/inadequate/disorganised history (presenting/past, preventive, sociocultural) & examination, inefficient, illogical sequence *Complete, relevant history (presenting/ past, preventive, sociocultural) & examination, well focused, well organised, efficient*

Clinical reasoning (please tick at appropriate point on line) **Not observed**

0-----0-----0-----0-----0-----0-----0-----0-----0

Misses diagnosis / doesn't consider major differentials, ignores important patient problems, misses seriousness or urgency of problems *Correct diagnosis & major differentials, identifies all problems, evaluates seriousness/urgency, prioritises accordingly*

Further investigation (please tick at appropriate point on line) **Not observed**

0-----0-----0-----0-----0-----0-----0-----0-----0

Orders inappropriate/excessive inadequate investigations, doesn't consider risks/costs/benefits *Selectively orders appropriate diagnostic studies, balances risks/costs/benefits*

Management (please tick at appropriate point on line) **Not observed**

0-----0-----0-----0-----0-----0-----0-----0-----0

No (or overly detailed) patient education, doctor-centred goal setting, inappropriate/ dangerous drug/non-drug treatments, no lifestyle counselling when needed, no follow-up *Makes sense of illness for patient, negotiates management goals, appropriate non-drug/ drug treatment, lifestyle counselling when appropriate, well-timed follow-up*

Comments

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