Direct Observation Form

| Status       | In Progress |

Please evaluate any component you are able to observe during any part of a patient encounter. **DO NOT INCLUDE** patient name or other HIPAA-Protected Health Information (PHI) in this evaluation. The highlighted sections indicate the expected level of performance.

Please remember that only faculty members at Northwestern University Feinberg School of Medicine and residents / fellows at the McGaw Medical Center of Northwestern University may formally evaluate students at the Feinberg School of Medicine.

1.* Please select your role:
- [ ] Attending
- [ ] Resident
- [ ] Nurse/APN
- [ ] M4

2.* Please select the complexity of the encounter
- [ ] Minimal
- [ ] Moderate
- [ ] High

3.* Date of encounter:

Communication

4. 1. Initially uses open-ended, non-leading questions
2. Responds to patient’s non-verbal cues
3. Uses summarizing/ clarifying/ reflective statements
4. Demonstrates empathy
5. Avoids medical jargon
6. Checks back for understanding
7. Respectful and non-judgmental
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target for Improvement</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate based on the above criteria.</td>
<td></td>
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<tr>
<td>□ Missed &gt; 2 key items or egregious mistake; marginal connection with patient</td>
<td></td>
<td>□ Missed 1-2 items without egregious mistake</td>
<td>□ Demonstrated all items</td>
</tr>
</tbody>
</table>

Comments:

**History**

5. 1. Elicits focused chief complaint  
2. General-to-specific questioning  
3. Obtained relevant PMH/SH/ROS  
4. Asks discriminating questions that help to formulate a prioritized dDx

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<tr>
<td>□ Lacks relevant data to generate a basic differential; elicits data in circuitous manner; misses major topics</td>
<td></td>
<td>□ May miss some pertinent items, but follows a clear course of questions to pursue a reasonable differential</td>
<td>□ Asks discriminating questions that enable a prioritized differential in an efficient manner while paying attention to nuance</td>
</tr>
</tbody>
</table>

Comments:
6. 1. Technically proficient at exam maneuvers. 2. Used tools, positioning appropriately. 3. Does not omit necessary elements of exam. 4. Performs exam maneuvers that help to formulate a prioritized dDx. 5. Asks permission to examine/explains exam. 6. Respects comfort/modesty.

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<td>□ Omitted or incorrectly performed a major facet of the exam</td>
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<td>□ Only a few minor items incorrectly performed or omitted; exam is respectful</td>
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<tr>
<td>□ Technically proficient, without omissions; exam is focused, efficient and respectful</td>
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</table>

Comments:

Global Rating

7.* Based on this observation, I trust*that this student could independently perform an appropriate history and physical on a future patient of similar complexity. *Absent any legal or billing requirements.
If you do not yet trust this student to independently perform an H&P, please indicate why.

8. **Action Plan: How can the student continue to improve?**

9.* □ I have reviewed this direct observation with the student.