



**STRUCTURED CLINICAL OBSERVATION**  
**Children's National Medical Center**  
**Third-year Pediatrics Clerkship**

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

**Preceptor:** \_\_\_\_\_

**Patient Age:** \_\_\_\_\_ **Patient Gender**    M    F

**Student:** Give this form to a preceptor before going to see a patient; tell the preceptor which room you will be in.

**Preceptor:** Indicate the portion of visit and particular items observed.

Data Gathering	Physical Examination	Information Giving
<input type="checkbox"/> CC/HPI	<input type="checkbox"/> HEENT	<input type="checkbox"/> Anticipatory guidance
<input type="checkbox"/> Past Medical History (includes perinatal, allergies, immunizations, present meds, exposures)	<input type="checkbox"/> Cardiac	<input type="checkbox"/> Management/discharge instructions
<input type="checkbox"/> Status of Health Maint.	<input type="checkbox"/> Pulmonary	<input type="checkbox"/> Other
<input type="checkbox"/> Nutritional History	<input type="checkbox"/> Abdominal	
<input type="checkbox"/> Review of Systems	<input type="checkbox"/> Genitourinary	
<input type="checkbox"/> Family History	<input type="checkbox"/> Musculoskeletal	
<input type="checkbox"/> Social/Environmental History	<input type="checkbox"/> Neurologic	

**Specific Observations or Comments (see Skill Guidelines on other side of page):**

**Key feedback Points:**

- 1.
- 2.
- 3.

**Structured Clinical Observation  
Skill Guidelines**

**Data Gathering**

**Data collection**

- starts with open ended questions
- progresses with specific questions
- does not ask multiple questions
- does not ask presumptive/leading questions
- does not interrupt patient
- asks for clarification if necessary
- appropriately includes child in interview
- logical sequencing of questions
- segment summary

**Relationship skills**

- listens carefully (nods, "mhm-hm")
- reflects patient's feelings or concerns
- legitimizes patient's feelings or concerns
- offers partnership, support or praise

**Personal manner**

- appearance
- good eye contact
- appropriate, open body language
- sits down
- appropriate facial expression
- appropriate tone of voice
- uses silence appropriately

**Opening/closing the interview**

- introduces self
- calls parent/child by name
- shakes hands entering
- shakes hands leaving

**Physical Exam**

- washes hands
- minimizes discomfort
- preserves modesty
- explains exam to parent
- explains exam to child
- sequence of exam matches cooperation level
- builds rapport
- correct technique

**Information Giving**

**Information giving**

- explains diagnosis
- explains management plan
- uses visual & written reinforcement
- appropriately includes child in explanation
- avoids jargon/ explains medical terms
- solicits questions
- explains reasons for recommendations
- explains reasons for follow-up

**Management/Discharge**

- assesses understanding of patient/family
- assesses patient's/ family's willingness to follow recommendations
- assesses patient's/ family's ability to follow recommendations
- arranges for follow-up
- explains when/why family should contact physician

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