

**Four Year Skilled Clinician
Program – Year 3**

**The Mini-Clinical Evaluation Exercise
(mini-CEX)
2016/17**



Educational Outcomes for the MD Program:
<http://undergraduate.medicine.dal.ca/curriculum/goals.htm>

This book belongs to:

Four Year Skilled Clinician Program – Year 3

The Mini-Clinical Evaluation Exercise (CEX)
August, 2013

Rationale/purpose: The mini-CEX is designed to provide the learner with ongoing formative feedback on their performance of the skills required in all domains of good patient care – i.e. history taking, physical examination, communication, professionalism, clinical reasoning, patient counselling, organization/efficiency and overall competence.

What is the mini-CEX assessment? This assessment provides a snapshot of a student's skills in performing different aspects of patient care. These skills (domains) include interviewing, physical examination, communication, professional comportment, patient counselling, organization, efficiency, and clinical reasoning. Not all of these skills are assessed each time a student receives the assessment – i.e. the learner decides which domain will be assessed based on the guidelines listed below.

How does it work? Clerks are required to complete two mini-CEX assessments during each six week (core) clinical rotation, and one during each three week (core and/or selective) clinical rotation. Clerks are required to approach a clinical preceptor to act as an assessor. It is recommended that clerks are assessed both by physicians they have been working closely with, and by physicians with whom they have had little contact. Depending on the domain to be assessed in the mini-CEX assessment, residents or any other health care professional may perform a limited number (5) of the assessments.

Guidelines for completion: Learners will be required to complete a total of 15 mini-CEX assessments during the Med 3 clerkship year, whether or not they are enrolled in the traditional “block” clerkship or the Longitudinal Integrated Clerkship (LIC). Results of these assessments may be considered by each Clerkship Director, or the LIC Program Director when completing the summary ITER for each of the core clinical disciplines if the student so wishes. **The following domains are required to be assessed three times each throughout the year, one of each domain must be presented for review by Program Faculty (total five).**

- History taking
- Physical examination
- Communication skills
- Patient Counselling
- Clinical Reasoning

The following domains will be assessed during EACH mini-CEX assessment:

- Professionalism
- Organization/efficiency
- Overall competence

Six week (core) clinical rotations- Psychiatry, Family Medicine, Obstetrics/Gynecology, and Pediatrics Clerks will be required to complete two mini-CEX assessments during each core six week clinical rotation for a total of eight. Clerks may choose the domain to be assessed, knowing all domains need to be assessed at least once by the end of Med 3.

Three week (core and/or selective) clinical rotations- Surgery, Emergency Medicine: Clerks will be required to complete one mini-CEX assessment during each core three week selective clinical rotation for a total of four. Clerks may choose the domain to be assessed, knowing all domains need to be assessed at least once by the end of Med 3.

Internal Medicine: students will be required to complete one mini-CEX assessment during the Care of the Elderly (Geriatric) component of this clinical block, and two additional assessments during the remaining ten weeks of the rotation, for a total of three.

Longitudinal Integrated Clerkships: Students will be required to complete one mini-CEX assessment once every three weeks during the LIC. The same guidelines for the clinical disciplines will apply- i.e. even though the students will not be in a specific clinical rotation, the mini-CEX assessments will be performed on patients presenting with problems relating to the above listed clinical disciplines. The total will be 15 as stated above.

Learning Portfolio Submission: Clerks may choose **five** completed assessments (one relating to each of the five domains to be assessed) to be included in their learning portfolio for their clinical skills program. These assessments will factor in to the overall Pass/Fail grade for the clinical skills program.

Sample completed form

	History Tak- ing	Physical Examination	Clinical Reasoning	Communica- tion Skills	Patient Counselling	Submit for re- view
Rotation	Three of <u>each</u> domain required					(choose five - one of each do- main)
EM		X				X
Surg	X					
Surg				X		X
Surg					X	
ObsGyn				X		
ObsGyn			X			
Peds	X					X
Peds					X	
FamMed			X			X
FamMed		X				
IntMed	X					
IntMed				X		
Geriatrics		X				
Psych			X			
Psych					X	X

Four Year Skilled Clinician Program – Year 3

The Mini-Clinical Evaluation Exercise (CEX)
2013/14

How to use this workbook:

This workbook acts as a record of your performance assessment in year 3 of Skilled Clinician. In conjunction with your OSCE, it will be used to satisfy promotion guidelines. The workbook will be reviewed for thorough completion by Faculty and returned to you. We suggest you scan or copy this workbook for secure record. If this workbook is lost, you must contact UGME. Blank forms are available on Brightspace.

This workbook contains 15 assessment forms. Please use the following chart to track your completion. Program Faculty in the Office of UGME and DMNB will review the FIVE assessments of your choosing.



	History Taking	Physical Examination	Clinical Reasoning	Communication Skills	Patient Counselling	Submit for review (choose five - one of each domain)
Rotation	Three of <u>each</u> domain required					
EM						
Surg						
Surg						
Surg						
ObsGyn						
ObsGyn						
Peds						
Peds						
FamMed						
FamMed						
IntMed						
IntMed						
Geriatrics						
Psych						
Psych						

I submit the above for review _____
Student signature

To be completed by UGME/DMNB:

Submitted on time: Yes No Reviewed by:

RUBRIC PART I

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Physical Examination	<input type="radio"/> Performs an incomplete examination <input type="radio"/> Performs an inaccurate examination <input type="radio"/> Error(s) made increase the risk of missing important findings <input type="radio"/> Cannot identify findings that are normal <input type="radio"/> Cannot identify findings that are abnormal <input type="radio"/> Is not sensitive to the needs of the patient			<input type="radio"/> Completes a thorough and accurate examination <input type="radio"/> Can identify normal findings <input type="radio"/> Can identify abnormal findings <input type="radio"/> Is sensitive to the needs of the patient		
History Taking	<input type="radio"/> Obtains incomplete history <input type="radio"/> Obtains inaccurate information <input type="radio"/> Is unable to apply clinical reasoning to gather data			<input type="radio"/> Obtains a complete history <input type="radio"/> Demonstrates an understanding of the patient perspective <input type="radio"/> Is organized <input type="radio"/> Uses open and closed ended questions as appropriate to come to a full understanding of the problem(s) <input type="radio"/> Identifies presence or absence of "red flag" symptoms <input type="radio"/> Demonstrates the ability to apply clinical reasoning to gather data		
Counselling	<input type="radio"/> Provides information to patient that is not accurate <input type="radio"/> Uses jargon <input type="radio"/> Explanations to the patient are unclear <input type="radio"/> Uses judgemental statements <input type="radio"/> Fails to involve the patient in the plan <input type="radio"/> Does not check for patient understanding			<input type="radio"/> Is able to provide advice on common lifestyle modifications issues <input type="radio"/> Does not use jargon <input type="radio"/> Provides explanations that are clear and accurate <input type="radio"/> Negotiates a common ground with the patient <input type="radio"/> Acknowledges own limitations		
Communication Skills	<input type="radio"/> Fails to communicate effectively <input type="radio"/> Fails to listen/respond to the patient <input type="radio"/> Does not adapt communication style to meet the needs of a diverse patient population <input type="radio"/> Does not demonstrate a non-judgemental approach to the patient <input type="radio"/> Fails to demonstrate empathy			<input type="radio"/> Uses communication skills to effectively demonstrate empathy and respect for the patient and others <input type="radio"/> Avoids the use of jargon <input type="radio"/> Demonstrates active listening through both verbal and non- verbal behaviour <input type="radio"/> Reaches an understanding with the patient for the management plan <input type="radio"/> Adapts communication style to meet the needs of a diverse patient population <input type="radio"/> Demonstrates empathy		

RUBRIC PART II

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Clinical Reasoning	<input type="radio"/> Is unable to identify or respond to high acuity situations <input type="radio"/> Unable to explain decision making processes <input type="radio"/> Is unable to identify important differential diagnosis list of common problems			<input type="radio"/> Is able to generate a short differential diagnosis list of common problems <input type="radio"/> Is able to identify urgent and/or life threatening problems <input type="radio"/> Is able to identify some components of a management plan <input type="radio"/> Is able to explain rationale behind decision making		
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization / Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall Competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**HISTORY TAKING DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
History taking	<input type="radio"/> Obtains incomplete history <input type="radio"/> Obtains inaccurate information <input type="radio"/> Is unable to apply clinical reasoning to gather data			<input type="radio"/> Obtains a complete history <input type="radio"/> Demonstrates an understanding of the patient perspective <input type="radio"/> Is organized <input type="radio"/> Uses open and closed ended questions as appropriate to come to a full understanding of the problem(s) <input type="radio"/> Identifies presence or absence of "red flag" symptoms <input type="radio"/> Demonstrates the ability to apply clinical reasoning to gather data		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**HISTORY TAKING DOMAIN
PART II**

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**HISTORY TAKING DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any ‘unsatisfactory’ comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
History taking	<input type="radio"/> Obtains incomplete history <input type="radio"/> Obtains inaccurate information <input type="radio"/> Is unable to apply clinical reasoning to gather data			<input type="radio"/> Obtains a complete history <input type="radio"/> Demonstrates an understanding of the patient perspective <input type="radio"/> Is organized <input type="radio"/> Uses open and closed ended questions as appropriate to come to a full understanding of the problem(s) <input type="radio"/> Identifies presence or absence of “red flag” symptoms <input type="radio"/> Demonstrates the ability to apply clinical reasoning to gather data		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**HISTORY TAKING DOMAIN
PART II**

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**HISTORY TAKING DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
History taking	<input type="radio"/> Obtains incomplete history <input type="radio"/> Obtains inaccurate information <input type="radio"/> Is unable to apply clinical reasoning to gather data			<input type="radio"/> Obtains a complete history <input type="radio"/> Demonstrates an understanding of the patient perspective <input type="radio"/> Is organized <input type="radio"/> Uses open and closed ended questions as appropriate to come to a full understanding of the problem(s) <input type="radio"/> Identifies presence or absence of "red flag" symptoms <input type="radio"/> Demonstrates the ability to apply clinical reasoning to gather data		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**HISTORY TAKING DOMAIN
PART II**

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**PHYSICAL EXAMINATION DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Physical examination	<input type="radio"/> Performs an incomplete examination <input type="radio"/> Performs an inaccurate examination <input type="radio"/> Error(s) made increase the risk of missing important findings <input type="radio"/> Cannot identify findings that are normal <input type="radio"/> Cannot identify findings that are abnormal <input type="radio"/> Is not sensitive to the needs of the patient			<input type="radio"/> Completes a thorough and accurate examination <input type="radio"/> Can identify normal findings <input type="radio"/> Can identify abnormal findings <input type="radio"/> Is sensitive to the needs of the patient		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**PHYSICAL EXAMINATION DOMAIN
PART II**

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**PHYSICAL EXAMINATION DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Physical examination	<input type="radio"/> Performs an incomplete examination <input type="radio"/> Performs an inaccurate examination <input type="radio"/> Error(s) made increase the risk of missing important findings <input type="radio"/> Cannot identify findings that are normal <input type="radio"/> Cannot identify findings that are abnormal <input type="radio"/> Is not sensitive to the needs of the patient			<input type="radio"/> Completes a thorough and accurate examination <input type="radio"/> Can identify normal findings <input type="radio"/> Can identify abnormal findings <input type="radio"/> Is sensitive to the needs of the patient		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**PHYSICAL EXAMINATION DOMAIN
PART II**

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**PHYSICAL EXAMINATION DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Physical examination	<input type="radio"/> Performs an incomplete examination <input type="radio"/> Performs an inaccurate examination <input type="radio"/> Error(s) made increase the risk of missing important findings <input type="radio"/> Cannot identify findings that are normal <input type="radio"/> Cannot identify findings that are abnormal <input type="radio"/> Is not sensitive to the needs of the patient				<input type="radio"/> Completes a thorough and accurate examination <input type="radio"/> Can identify normal findings <input type="radio"/> Can identify abnormal findings <input type="radio"/> Is sensitive to the needs of the patient	

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**PHYSICAL EXAMINATION DOMAIN
PART II**

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COMMUNICATION SKILLS DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Communication Skills	<input type="radio"/> Fails to communicate effectively <input type="radio"/> Fails to listen/respond to the patient <input type="radio"/> Does not adapt communication style to meet the needs of a diverse patient population <input type="radio"/> Does not demonstrate a non-judgemental approach to the patient <input type="radio"/> Fails to demonstrate empathy			<input type="radio"/> Uses communication skills to effectively demonstrate empathy and respect for the patient and others <input type="radio"/> Avoids the use of jargon <input type="radio"/> Demonstrates active listening through both verbal and non-verbal behaviour <input type="radio"/> Reaches an understanding with the patient for the management plan <input type="radio"/> Adapts communication style to meet the needs of a diverse patient population <input type="radio"/> Demonstrates empathy		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COMMUNICATION SKILLS DOMAIN
PART II**

PART II:

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor: _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COMMUNICATION SKILLS DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Communication Skills	<input type="radio"/> Fails to communicate effectively <input type="radio"/> Fails to listen/respond to the patient <input type="radio"/> Does not adapt communication style to meet the needs of a diverse patient population <input type="radio"/> Does not demonstrate a non-judgemental approach to the patient <input type="radio"/> Fails to demonstrate empathy			<input type="radio"/> Uses communication skills to effectively demonstrate empathy and respect for the patient and others <input type="radio"/> Avoids the use of jargon <input type="radio"/> Demonstrates active listening through both verbal and non-verbal behaviour <input type="radio"/> Reaches an understanding with the patient for the management plan <input type="radio"/> Adapts communication style to meet the needs of a diverse patient population <input type="radio"/> Demonstrates empathy		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COMMUNICATION SKILLS DOMAIN
PART II**

PART II:

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor: _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COMMUNICATION SKILLS DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Communication Skills	<input type="radio"/> Fails to communicate effectively <input type="radio"/> Fails to listen/respond to the patient <input type="radio"/> Does not adapt communication style to meet the needs of a diverse patient population <input type="radio"/> Does not demonstrate a non-judgemental approach to the patient <input type="radio"/> Fails to demonstrate empathy			<input type="radio"/> Uses communication skills to effectively demonstrate empathy and respect for the patient and others <input type="radio"/> Avoids the use of jargon <input type="radio"/> Demonstrates active listening through both verbal and non-verbal behaviour <input type="radio"/> Reaches an understanding with the patient for the management plan <input type="radio"/> Adapts communication style to meet the needs of a diverse patient population <input type="radio"/> Demonstrates empathy		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COMMUNICATION SKILLS DOMAIN
PART II**

PART II:

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor: _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**CLINICAL REASONING DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Clinical Reasoning	<input type="radio"/> Is unable to identify or respond to high acuity situations <input type="radio"/> Unable to explain decision making processes <input type="radio"/> Is unable to identify important differential diagnosis list of common problems			<input type="radio"/> Is able to generate a short differential diagnosis list of common problems <input type="radio"/> Is able to identify urgent and/or life threatening problems <input type="radio"/> Is able to identify some components of a management plan <input type="radio"/> Is able to explain rationale behind decision making		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**CLINICAL REASONING DOMAIN
PART II**

PART II:

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**CLINICAL REASONING DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Clinical Reasoning	<input type="radio"/> Is unable to identify or respond to high acuity situations <input type="radio"/> Unable to explain decision making processes <input type="radio"/> Is unable to identify important differential diagnosis list of common problems			<input type="radio"/> Is able to generate a short differential diagnosis list of common problems <input type="radio"/> Is able to identify urgent and/or life threatening problems <input type="radio"/> Is able to identify some components of a management plan <input type="radio"/> Is able to explain rationale behind decision making		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**CLINICAL REASONING DOMAIN
PART II**

PART II:

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**CLINICAL REASONING DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Clinical Reasoning	<input type="radio"/> Is unable to identify or respond to high acuity situations <input type="radio"/> Unable to explain decision making processes <input type="radio"/> Is unable to identify important differential diagnosis list of common problems			<input type="radio"/> Is able to generate a short differential diagnosis list of common problems <input type="radio"/> Is able to identify urgent and/or life threatening problems <input type="radio"/> Is able to identify some components of a management plan <input type="radio"/> Is able to explain rationale behind decision making		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**CLINICAL REASONING DOMAIN
PART II**

PART II:

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COUNSELLING DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Counselling	<input type="radio"/> Provides information to patient that is not accurate <input type="radio"/> Uses jargon <input type="radio"/> Explanations to the patient are unclear <input type="radio"/> Uses judgemental statements <input type="radio"/> Fails to involve the patient in the plan <input type="radio"/> Does not check for patient understanding			<input type="radio"/> Is able to provide advice on common lifestyle modifications issues <input type="radio"/> Does not use jargon <input type="radio"/> Provides explanations that are clear and accurate <input type="radio"/> Negotiates a common ground with the patient <input type="radio"/> Acknowledges own limitations		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COUNSELLING DOMAIN
PART II**

PART II:

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COUNSELLING DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Counselling	<input type="radio"/> Provides information to patient that is not accurate <input type="radio"/> Uses jargon <input type="radio"/> Explanations to the patient are unclear <input type="radio"/> Uses judgemental statements <input type="radio"/> Fails to involve the patient in the plan <input type="radio"/> Does not check for patient understanding			<input type="radio"/> Is able to provide advice on common lifestyle modifications issues <input type="radio"/> Does not use jargon <input type="radio"/> Provides explanations that are clear and accurate <input type="radio"/> Negotiates a common ground with the patient <input type="radio"/> Acknowledges own limitations		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COUNSELLING DOMAIN
PART II**

PART II:

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COUNSELLING DOMAIN
PART I**

CLINICAL ROTATION: _____

Assessor guidelines:

1. Check any and all comments that apply – some will not be relevant in certain situations
2. Use comments as a guide to complete the overall assessment of student performance
3. Any 'unsatisfactory' comments in the domains of professionalism, organization/efficiency, and overall competence must be accompanied by written comments
4. Ensure comments and performance are reviewed with the student at the end of each assessment

PART I:						
	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Counselling	<input type="radio"/> Provides information to patient that is not accurate <input type="radio"/> Uses jargon <input type="radio"/> Explanations to the patient are unclear <input type="radio"/> Uses judgemental statements <input type="radio"/> Fails to involve the patient in the plan <input type="radio"/> Does not check for patient understanding			<input type="radio"/> Is able to provide advice on common lifestyle modifications issues <input type="radio"/> Does not use jargon <input type="radio"/> Provides explanations that are clear and accurate <input type="radio"/> Negotiates a common ground with the patient <input type="radio"/> Acknowledges own limitations		

PART I:

Comments on overall student performance:

Suggestions for further development:

Preceptor guidelines for completion of mini-Clinical Evaluation Exercise (CEX)

**COUNSELLING DOMAIN
PART II**

PART II:

The following three domains must be completed for each assessment:

	Unsatisfactory			Satisfactory		
	1	2	3	4	5	6
Professionalism	<input type="radio"/> Fails to establish a rapport with the patient <input type="radio"/> Fails to demonstrate respect <input type="radio"/> Does not demonstrate an awareness of own limitations <input type="radio"/> Does not demonstrate the ability to receive feedback <input type="radio"/> Is unaware of ethical and legal obligations <input type="radio"/> Acts outside of own limits			<input type="radio"/> Established rapport with the patient <input type="radio"/> Demonstrates respect for the patient <input type="radio"/> Respects confidentiality <input type="radio"/> Behaves in an ethical manner <input type="radio"/> Is honest <input type="radio"/> Is aware of own limitations <input type="radio"/> Accepts feedback in a non-defensive manner		
Organization/Efficiency	<input type="radio"/> Is disorganized in the approach to the patient <input type="radio"/> Is unable to identify/follow priorities <input type="radio"/> Takes much longer than expected to complete tasks <input type="radio"/> Tasks are incomplete			<input type="radio"/> Uses an organized approach to the patient <input type="radio"/> Demonstrates efficiency <input type="radio"/> Is able to prioritize tasks <input type="radio"/> Is able to summarize the patient encounter succinctly and accurately		
Overall competence	<input type="radio"/> Major deficiencies in some areas <input type="radio"/> Lacks insight into own abilities			<input type="radio"/> Overall performance is satisfactory for level of training and education <input type="radio"/> Demonstrates insight into areas for improvement		

PART II:

Comments on overall student performance:

Suggestions for further development:

Student comments on one area for further development:

Date: _____

Assessor:- _____