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Y1/Y2/Y3/Y4 On-the-Fly Coaching Notes

Y1/Y2/Y3/Y4 On-the-Fly Coaching Notes

Please tell the story of something you observed today. In working with your student, what did you notice about the student's...
(CHOOSE ONE OR MORE)

PLEASE MAKE SURE TO CHOOSE THE COURSE FROM ONE OF THE FOLLOWING TWO FIELDS (NOT BOTH) TO ENSURE THIS OTF SHOWS UP ON THE REPORT

Select Clerkship or Unit below

Please select

OR Select PEP Selective or Elective below

A list of available placements will be provided when users complete this assessment

YEAR 4 ONLY

Type in elective name if dropdown isn't working

STUDENTS : If you are going to email this form to an observer, you may use this space to make a few notes on your experience today to aid the observer when he/she completes the form at a later time. (optional)

ORAL CASE PRESENTATION

Were they succinct and focused on relevant details? Was your student confident and in command of the data, with minimum notes and good eye contact?

HISTORY TAKING

Was it accurate? Organized and efficient? Appropriately focused and symptom driven? Inclusive, without being overly general? Did the student establish rapport, use open-ended questions, listen actively, pick up non-verbal cues, and demonstrate cultural sensitivity? Did the student collect data that defined the clinical problem?

PHYSICAL EXAMINATIONS

Was it accurate and complete? Organized and efficient? Appropriately focused and symptom driven? Inclusive and thorough, without being overly general? Did the student use correct technique? Did the student perform the mental status exam appropriately and skillfully? Did the student collect sufficient data to minimize further diagnostic testing?

CLINICAL REASONING

Was the differential appropriately broad for H&P, avoiding premature closure and pursuit of “zebras?” Was the student able to interpret data/findings independently? Did the student demonstrate clinical reasoning to support the DDX? Were his/her recommendations appropriate and plans complete and prioritized correctly?

PROCEDURES OR SKILLS

Were procedures/skills conducted confidently, with forward progression and anticipation of next steps? Were movements with instruments fluid and efficient? Was the student careful in tissue handling? Did the student participate effectively in informed consent?

PATIENT NOTES

Are the student's notes clearly written, complete and accurate, organized and efficient? Were the notes timely, helpful, and did the student notify you of records needing attention? Were recommendations in the notes evidence based and considerate of High Value Care?

COMMUNICATION WITH PATIENTS, FAMILIES AND CAREGIVERS

Did the student conduct him/herself with empathy, compassion, and respect, focusing on the patient's agenda and including him/her in shared decision making? Did he/she show patience with questions and provide clear information? Did he/she introduce him/herself appropriately as a student and defer to you and/or residents as necessary?

IDENTIFICATION OF CLINICAL QUESTIONS AND INVESTIGATION OF KNOWLEDGE GAPS

Did the student independently recognize and address the need to read up on patient cases to fill personal knowledge gaps? Did he/she follow through on learning issues and bring useful knowledge back to the team? Did he/she ask clinical questions and treat patient cases as opportunities for problem-based learning?

COACHABILITY

Give an example to show how he/she effectively (or not) recognized his/her personal limitations, participated actively in setting goals and learning, sought feedback, and/or, responded to feedback to make performance improvements.

TEAMWORK

Give an example to show how he/she effectively (or not) communicated and collaborated with ALL members of your team, demonstrating a respectful attitude, recognized team members' information needs and worked to fill gaps, and augmented the team's daily activities and longer-term effectiveness.

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