“You can observe a lot by watching”

An easy-fit faculty development model for direct clinical observation of medical trainees

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By the end of this session, participants will be able to:

- List the clinical and interpersonal skills assessed through direct observation
- Identify essential components for a successful direct observation
- Identify strategies for giving effective feedback on the observed clinical encounters
Agenda

- Why? (bothering with direct observation)
- How? (and… When, where, and for how long)
- Practice observation
- The good old feedback
- Practice feedback
- Wrap up- take home points

Vocabulary Check

DCO = Direct Clinical Observation
OCE = Observed Clinical Encounter

Mini CEX = Mini Clinical Evaluation eXercise - direct observation of “snapshot” of trainee-patient interaction

OSCE = Observed Structured Clinical Examination (standardized patients)
Why do we need to do it?

Liaison Committee on Medical Education (LCME)

ED-27:
A medical education program must include ongoing assessment activities that ensure that medical students have acquired and can demonstrate on direct observation the core clinical skills, behaviors, and attitudes that have been specified in the program’s educational objectives.
Accreditation Council for Graduate Medical Education (ACGME)

• The core faculty must spend significant time in the evaluation of residents including the direct observation of residents with patients.

• Patient care assessment must involve direct observation of resident-patient encounters.

What you heard is what you got?
Take home point #1:
Observation is essential to assess

Communication Skills

Professionalism

Clinical competence
Observation is a great way to ensure that clinical competence exist

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• Why? (bothering with direct observation)
• How? (and…When, where, and for how long)
• Practice (makes perfect)
• The good old feedback
• More practice
• Wrap up- take home points
Essential Components for a Successful Observation

- Prepare yourself
- Prepare the patient
- Prepare the medical trainee

Prepare yourself

- Familiarize yourself with the observation tool
Prepare yourself

• Designate time for observation and feedback.

• Avoid interruptions

• Close the door

Govaerts et al. 2005

Prepare yourself

• Take notes
Prepare yourself

• Reserve Judgment

Prepare the patient

• Choose an appropriate patient
• Do not ask the trainee to find a patient
• Ask for patient’s permission ahead of time
Prepare the learner

• Clarify learners goals

Prepare the learner

• Clarify how much time the trainee has to complete each part of the clinical encounter
Prepare the learner

- Let the learner get familiar with the assessment tool
- Emphasize this a **formative** not a summative encounter

Malhotra et al. 2008*

Agenda

- Why? (bothering with direct observation)
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- **Practice observation**
- The good old feedback
- Practice Feedback
- Wrap up- take home points
Take home point #2: Take notes

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• Why? (bothering with direct observation)
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Feedback Framework

- **Opening**
  Self assessment

- **Dialogue**
  Areas for reinforcement
  Areas for improvement

- **Plan**
  Specific and achievable

- **Closure**

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Effective Feedback

- Immediate (timely)
- Specific (behavioral)
- Focused and Balanced
- Non-judgmental
- Collaborative and related to trainee’s personal goals
- Constructive
- Sensitive to trainee emotion and developmental stage
Effective Feedback

- Timely

- Specific (behavioral)

Concrete on the action

“I saw you lean forward when the patient was upset.”

“When the patient said that she was stressed, I did not hear you follow up.”
Effective Feedback

Balanced:
• Areas for reinforcement
• Areas for improvement
• Not too much but not too little

Effective Feedback

• Focus

Don’t dump everything at once…

Archer 2010
Effective Feedback

• Non judgmental

Roman B et al. 2007

Effective Feedback

• Related to trainee personal goals

Kluger et al. 1996
Effective Feedback

Constructive/ Beneficial for the receiver:

• Emphasize behaviors the student can change/improve

• Avoid summative statements

Van Merriënoor et al. 2010
Effective Feedback

• Sensitive to trainees emotions

Sargeant et al. 2005

Effective Feedback

Show the student how to recognize, receive, solicit and respond to feedback!
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Take home point #3:
Make feedback truly beneficial to the learner

GREAT JOB!

Is not enough…. 
Agenda

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Take home points

1) Direct Observation is essential to assess communication skills, professionalism and clinical competences

2) Support your feedback with specific examples, take notes!

3) Make feedback truly beneficial to the learner
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References