**Observed Clinical Event Discussion Template**

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| Student Name |  |
| Module title |  |

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| Brief description of output and focus of scenario discussed |  |

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| Complexity of the scenario | Low | Average | High |

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| Assessor’s Name |  |
| Assessor’s Position |  |

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| **Please grade the following areas using the scale** | **Below Expectations** | **Borderline** | **Meets Expectations** | **Above Expectations** | **Unable to Comment\*** |
| History Taking:  Does the student obtain the information required prior to undertaking a procedure form the patient or a clinical colleague? |  |  |  |  |  |
| Communication skills:  e.g. Does the student use language appropriate to the situation (verbal and/or body language) when explaining or discussion an aspect of clinical care (test results, diagnostic procedure, equipment repair at the bedside), do they check the understanding of the patient or their colleague? |  |  |  |  |  |
| Clinical examination skills:  e.g. Does the student undertake a clinical skill, such as locating a vein for phlebotomy, performing a diagnostic test appropriately and accurately? |  |  |  |  |  |
| Clinical judgement:  e.g. Is the procedure correct for the required outcome? |  |  |  |  |  |
| Scientific judgement:  e.g. Was the choice of equipment appropriate for the required outcome, has it been correctly calibrated and any necessary settings correctly applied? |  |  |  |  |  |
| Professionalism  e.g. Did the student introduce themselves and their role or did they discuss the procedure/result with a colleague using appropriate language, considering any patient confidentiality or ethical issues? |  |  |  |  |  |
| Organisation and efficiency:  e.g. Was the student well organised and efficient, ensuring all record keeping was appropriate and accurate; did they keep to time and ensure accurate recording of results; did they process the results in a timely fashion? |  |  |  |  |  |
| Overall clinical care:  e.g. Did the student show respect, empathy and compassion for the patient and/or recognise the importance of the procedure/test within the care pathway for the patient or colleagues where the test contributes to a diagnosis, treatment or management? |  |  |  |  |  |

\*Please mark this if you have not observed the behaviour

For specific examples of opportunities where an OCE may be appropriate please visit the National School of Healthcare Science website (www.nshcs.org.uk/)

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| **Feedback and documentation of learning needs** | **Agreed action and feed forward** |
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| **Outcome** | Satisfactory  Unsatisfactory | **Date of Assessment** |  | **Time taken for assessment** |  |
| **Assessor Signature** |  | **Student Signature** |  | **Time taken for feedback** |  |