



College of Intensive Care Medicine
of Australia and New Zealand

Observed Clinical Encounter Form

Trainee Name: _____

CICM ID: _____

Hospital: _____

Date: _____

Assessor Name: _____

CICM ID: _____

Patient problem: _____

Case complexity (please select):

- Low e.g. A stable patient with single organ failure
- Medium e.g. A stable patient with multi-organ failure or multiple co-morbidities
- High e.g. An unstable patient with multi-organ dysfunction

Other relevant case information: (optional)



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Global assessment:

Trainee self-assessment: In order to provide safe, effective and high quality care in similar cases, the entrustment level I would choose is:

| | | | | |
|---|--|---|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Direct supervision | <input type="checkbox"/> Proactive supervision | <input type="checkbox"/> Responsive Supervision | <input type="checkbox"/> Oversight | <input type="checkbox"/> Independent |
|---|--|---|------------------------------------|--------------------------------------|

Assessor: Based on this observation, in order to provide safe, effective and high quality care in similar cases, the trainee's entrustment level would be:

| | | | | |
|---|--|---|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Direct supervision | <input type="checkbox"/> Proactive supervision | <input type="checkbox"/> Responsive Supervision | <input type="checkbox"/> Oversight | <input type="checkbox"/> Independent |
|---|--|---|------------------------------------|--------------------------------------|

Descriptions of levels of entrustment

| | |
|---------|--|
| Level 1 | Direct supervision The trainee requires direct observation from a clinical supervisor; prompting is required or the task/activity is performed collaboratively with the clinical supervisor as a coactivity. |
| Level 2 | Proactive supervision The trainee requires the clinical supervisor to be in the clinical unit and physically available within minutes to provide assistance and consultation. Findings or decisions may require consultation. |
| Level 3 | Responsive supervision The trainee requires the clinical supervisor to be in the hospital and available for consultation and assistance; this includes availability by telephone for advice. Findings or decisions may require consultation. |
| Level 4 | Oversight The trainee requires the clinical supervisor to be readily contactable, but the clinical supervisor does not need to be in the hospital. The trainee may require consultation for complex cases, complications or unexpected issues. |
| Level 5 | Independent* The trainee understands risks and performs tasks/activities safely. The trainee is able to provide supervision to and teach junior trainees. |

*Although the trainee is able to perform the task/activity independently, as a trainee of the CICM training program the clinical supervisor must assume overall responsibility for the trainee at all times.



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Actionable Feedback

| | Elements done well | Elements for development |
|--|--------------------|--------------------------|
| Obtains relevant background information <ul style="list-style-type: none">• Obtains history from available sources• Adapts interview to situational context• Identifies and responds to non-verbal cues• Professional approach to patient, family/whānau and colleagues | | |
| Clinical examination <ul style="list-style-type: none">• Explains examination to the patient• Implements and maintains appropriate infection control practices• Conducts a structured, systematic examination and adapts to the environment• Detects relevant findings and focuses appropriately• Demonstrates awareness of and appropriately interprets information from patient examination and associated technology• Demonstrates situational awareness (e.g. patient's clinical state and level of comfort) | | |
| Diagnostic reasoning and management plan <ul style="list-style-type: none">• Presents in a clear and organised fashion• Weighs findings and explains potentially conflicting data• Formulates accurate and weighted differential diagnosis and determines appropriate investigations• Presents appropriate initial management plan, relevant to the patient's situation• Adequately justifies decisions & demonstrates understanding of risks and benefits• Reformulates diagnostic algorithm based on additional data and management plan and in context of the patient | | |



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| | | |
|---|--|--|
| <p>Patient centred goal setting</p> <ul style="list-style-type: none">• Communicates effectively, respectfully, and sensitively with patient and family/whānau• Acknowledges patient preferences | | |
| <p>Communication and collaboration skills</p> <ul style="list-style-type: none">• Receives and presents information in a clear and organised fashion in handover• Uses culturally safe communication techniques• Demonstrates professional approach to collaboration with interprofessional team | | |
| <p>Professional behaviour</p> <ul style="list-style-type: none">• Demonstrates sensitivity to cultural and individual differences• Demonstrates compassion and empathy• Respects autonomy, dignity, confidentiality, and privacy | | |

Trainee reflection, goals, and future actions:

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