

## Direct Observation of Clinical Encounter - DOCE

### for structured feedback to residents

<b>Trainee's Name</b>	<b>Assessor's name</b>	<b>Date</b>	<b>Anesthetic training of trainee</b> <ul style="list-style-type: none"> <li>○ &lt; 6 months</li> <li>○ 6-12 months</li> <li>○ 2-3 years</li> <li>○ 3 years</li> </ul>	<b>Case complexity for trainee</b> <ul style="list-style-type: none"> <li>○ Easy</li> <li>○ Appropriate</li> <li>○ difficult</li> </ul>
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Intervention/Surgical procedure:				
ASA I + II	ASA III	ASA IV + V	Elective	Emergency

#### Standardized observation sheet:

Competency (Criteria of Domains)	A excellent	B good	C satisfying	D To be improved	E Mediocre	Not assessed
Pat. Assessment (D 1.1)						
Preop. preparation (D 1.6)						
Intraop. Care (D 1.2)						
Postop. Care (D 1.3)						
Practical anesthetic procedures (D 1.5)						
○ Airway management						
○ Vascular access						
○ Regional anesthetic						
○ Asepsis						
○ Technical devices						
Situation awareness (D 1.7.1)						
Decision making (D 1.7.2)						
Team working (D 1.7.3/4)						
Professionalism (D 1.8)						
Overall assessment						

### Feed-back sheet:

Self-assessment of trainee (D 1.9):		
Suggestion of teacher:		
Does today's performance depict daily performance of trainee? If No Justify:	Yes	No
Action-plan of trainee for further professional development (D 1.9):		
Signatures:		

### Literature:

Work-place-based assessment as an educational tool: AMEE-guide no 31 (*Norcini et al: med teacher, 2007; 29: 855-871*)

Assessment in medical education (*Epstein: NEJM 2007; 35: 387-396*)

Was ist ECTS? Qualitative Bewertung von Bildung (2009 – *Rektorenkonferenz der Schweizer Universitäten (CRUS)*)

Focus on feedback (*clinical education day, Toronto 2008, ppt, downloaded from google-scholar*)

Strukturiertes feedback in der medizinischen Weiterbildung (*Berendonk et al: FMH, SÄz: 2008;89: 32*)