

**Subject Name**

Status
Employer
Program
Rotation
Evaluation Dates

Evaluated by: Evaluator Name

Status
Employer
Program

DIRECT OBSERVATION TOOL (DOT)**Instructions:**

- *The focused exercise is to be conducted by a faculty member who directly observed a resident interaction.*
- *Upon completion, the evaluator should provide the resident with feedback on the strengths and weaknesses observed in his/her clinical performance.*
- *Mark the level which best describes the resident's ability for each component of clinical competency observed.*
- *In-between levels indicated the resident has consistently demonstrated competency of the lower level and has started to progress to the next higher level.*

1* Patient Setting

- Inpatient Medicine Service
 Outpatient Continuity Clinic
 Emergency Department
 Specialty/Consultative service

2* Select the interaction that was directly observed

- Code Status Discussion
 Controlled Substance Discussion
 Delivery of Bad News Discussion
 Life Style Modification Counseling
 R/B/A Discussion for Procedure, Test, or Medication
 Transition of Care (End of shift)

3* Medical Knowledge 1: Applied Foundational Sciences

Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific knowledge (e.g., physiology, social sciences, mechanism of disease) for normal function and common medical conditions	Explains the scientific knowledge for complex medical conditions	Integrates scientific knowledge to address comorbid conditions within the context of multisystem disease	Integrates scientific knowledge to address uncommon, atypical, or complex comorbid conditions within the context of multisystem disease	Demonstrates a nuanced understanding of the scientific knowledge related to uncommon, atypical, or complex conditions
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

4 Medical Knowledge 2: Therapeutic Knowledge

Level 1	Level 2	Level 3	Level 4	Level 5
Explains the scientific basis for common therapies	Explains the indications, contraindications, risks, and benefits of common therapies	Integrates knowledge of therapeutic options in patients with comorbid conditions, multisystem disease, or uncertain diagnosis	Integrates knowledge of therapeutic options within the clinical and psychosocial context of the patient to formulate treatment options	Demonstrates a nuanced understanding of emerging, atypical, or complex therapeutic options
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

5* Medical Knowledge 3: Knowledge of Diagnostic Testing

Level 1	Level 2	Level 3	Level 4	Level 5
Explains the rationale, risks, and benefits for common diagnostic testing	Explains the rationale, risks, and benefits for complex diagnostic testing	Integrates value and test characteristics of various diagnostic strategies in patients with common diseases	Integrates value and test characteristics of various diagnostic strategies in patients with comorbid conditions or multisystem disease	Demonstrates a nuanced understanding of emerging diagnostic tests and procedures
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

6* Interpersonal and Communication Skills 1: Patient and Family-Centered Communication

Level 1	Level 2	Level 3	Level 4	Level 5
Uses language and nonverbal behavior to demonstrate respect and establish rapport.	Establishes and maintains a therapeutic relationship using effective communication behaviors in straightforward encounters.	Establishes and maintains a therapeutic relationship using effective communication behaviors in challenging patient encounters.	Establishes and maintains therapeutic relationships using shared decision making, regardless of complexity.	Coaches others in developing and maintaining therapeutic relationships and mitigating communication barriers.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

7* Interpersonal and Communication Skills 1: Patient and Family-Centered Communication 2

Level 1	Level 2	Level 3	Level 4	Level 5
No level 1 for this sub competency	Identifies common barriers to effective communication.	Identifies complex barriers to effective communication, including personal bias.	Mitigates communication barriers.	Models the mitigation of communication barriers.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

8* Professionalism 1: Professional Behavior

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates professional behavior in routine situations. Respond appropriately to calls and pages. Dress and behave appropriately Maintain patient confidentiality. Demonstrate empathy and compassion to all patients	Identifies potential triggers for professionalism lapses and accepts responsibility for one's own professionalism lapses	Demonstrates a pattern of professional behavior in complex or stressful situations. Provide support (physical, psychological, social and spiritual) for dying patients and their families. Effectively advocate for individual patient needs	Serve as a professional role model for more junior members of the team. Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in oneself and others	Coaches others when their behavior fails to meet professional expectations
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

9* Professionalism 2: Ethical Principles

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of basic ethical principles	Applies basic principles to address straightforward ethical situations	Analyzes complex situations using ethical principles and identifies the need to seek help in addressing complex ethical situations	Analyzes complex situations and engages with appropriate resources for managing and addressing ethical dilemmas as needed	Identifies and seeks to address system-level factors that induce or exacerbate ethical problems or impede their resolution
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess

10 Systems-Based Practice 2 System Navigation for Patient-Centered Care - 2

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies key elements for safe and effective transitions of care and hand-offs	Performs safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations	Models and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including outpatient settings	Improves quality of transitions of care within and across health care delivery systems to optimize patient outcomes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Could not assess