

Leicester Assessment Package for video consultation

Name:

Date:

Brief clinical details:

Consultation duration (mins):

Interviewing/history taking (Relative weighting 20%)

Grade []

- | | |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Introduces self to patients | <input type="checkbox"/> Recognises patients' verbal and non-verbal cues |
| <input type="checkbox"/> Puts patients at ease | <input type="checkbox"/> Identifies patients reasons for consultation |
| <input type="checkbox"/> Allows patients to elaborate presenting problem fully | <input type="checkbox"/> Elicits relevant and specific information from patient and/or their records to help distinguish between working diagnoses |
| <input type="checkbox"/> Listens attentively | <input type="checkbox"/> Considers physical, social and psychological factors as appropriate |
| <input type="checkbox"/> Seeks clarification of words used by patients as appropriate | <input type="checkbox"/> Exhibits well organised approach to information-gathering |
| <input type="checkbox"/> Phrases questions simply and clearly | |
| <input type="checkbox"/> Uses silence appropriately | |

Physical examination (Relative weighting 10%)

Grade []

- ☐ Performs examination and elicits physical signs correctly and sensitively
- ☐ Uses the instruments commonly used in family practice in a selective, competent and sensitive manner

Patient management (Relative weighting 20%)

Grade []

- | | |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Formulates management plans appropriate to findings and circumstances in collaboration with patients | <input type="checkbox"/> Demonstrates understanding of importance of reassurance and explanation and uses clear and understandable language |
| <input type="checkbox"/> Makes discriminating use of investigations, referral and drug therapy | <input type="checkbox"/> Checks patients' level of understanding |
| <input type="checkbox"/> Is prepared to use time appropriately | <input type="checkbox"/> Arranges appropriate follow-up |
| | <input type="checkbox"/> Attempts to modify help-seeking behaviour of patients as appropriate |

Problem solving (Relative weighting 20%)

Grade []

- ☐ Generates appropriate working diagnoses or identifies problem(s) depending on circumstances
- ☐ Seeks relevant and discriminating physical signs to help confirm or refute working diagnoses
- ☐ Correctly interprets and applies information obtained from patient records, history, physical examination and investigations
- ☐ Is capable of applying knowledge of basic, behavioural and clinical sciences to the identification, management and solution of patients' problems
- ☐ Is capable of recognising the limits of personal competence and acting accordingly

Behaviour/relationship with patients (Relative weighting 10%)

Grade []

- ☐ Maintains friendly but professional relationship, with due regard to the ethics of medical practice
- ☐ Conveys sensitivity to the needs of patients
- ☐ Demonstrates an awareness that the patient's attitude to the doctor (and vice-versa) affects management and achievement of levels of cooperation and compliance

Anticipatory care (Relative weighting 10%)

Grade []

- ☐ Acts on appropriate opportunities for health promotion and disease prevention
- ☐ Provides sufficient explanation for preventive initiatives taken
- ☐ Sensitive attempt to enlist patients' cooperation to promote change to healthier lifestyles

Record keeping (Relative weighting 10%)

Grade []

Makes accurate legible and appropriate record of every doctor-patient contact and referral - minimum information including :

- | | |
|------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> date | <input type="checkbox"/> outline of management plan |
| <input type="checkbox"/> relevant history/examination | <input type="checkbox"/> investigations and follow-up |
| <input type="checkbox"/> any measurement (BP, PEF, weight) | <input type="checkbox"/> prescription dose/quantity/special precautions |
| <input type="checkbox"/> the diagnosis/problem | <input type="checkbox"/> intimated to patient |

Overall clinical competence: Grade

Specific strategies for improvement:

Questions to be asked of candidates

At the end of history-taking:

What are your diagnostic hypotheses at this stage?

Why have you erected these hypotheses?

What physical examination do you intend to carry out, and why?

After physical examination:

What did you find on examining the patient?

How have these findings affected your thoughts?

After patient has left:

Why did you choose your management plan?

Criteria for allocation of grades

A: Demonstrates mastery of all (or almost all) components consistently and to the highest standard. The criterion performance.

B: Demonstrates mastery of all (or almost all) components consistently and to a high standard, and some to the highest standard.

C+: Consistently demonstrates capability in all (or almost all) components to a satisfactory standard - some to a high standard. No serious defects.

C: Demonstrates capability in all (or almost all) components to a satisfactory standard but tends to lack discrimination, organisation and good time management.

D: Demonstrates inadequacies in at least one component. Lacks discrimination and/or organisation. Tends to perform inconsistently. Raises doubts concerning capability for independent practice.

E: Demonstrates major omissions and/or serious defects. Grossly unacceptable standard overall. Not safe to practice independently.

Leicester Assessment Package for video consultation Summary

Name:

Date:

Interviewing/history taking (Relative weighting 20%)

Grade (A-E):

Strengths:

Specific recommendations for improvement:

Physical examination (Relative weighting 10%)

Grade (A-E):

Strengths:

Specific recommendations for improvement:

Patient management (Relative weighting 20%)

Grade (A-E):

Strengths:

Specific recommendations for improvement:

Problem solving (Relative weighting 20%)

Grade (A-E):

Strengths:

Specific recommendations for improvement:

Behaviour/relationship with patients (Rel wt 10%)

Grade (A-E):

Strengths:

Specific recommendations for improvement:

Anticipatory care (Relative weighting 10%)

Grade (A-E):

Strengths:

Specific recommendations for improvement:

Record keeping (Relative weighting 10%)

Grade (A-E):

Strengths:

Specific recommendations for improvement:

Overall clinical competence:

Grade (A-E):