### ASSESSOR STATEMENT – MANDATORY

I confirm I have reviewed the University of Bristol CCA assessor guidance material  

Signature __________________________

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Assessors please consider individual domains below and feedback according to the following anchor statements:

- **Performs at level expected** indicates the student is procedurally competent and safe, and has demonstrated at least the **minimal** level of competence required for **commencement** of FY1.

- **Not yet performing at level expected** means that you do not feel student has reached a standard that will allow him or her to function as an FY1, in particular if you feel they have demonstrated behavior that could potentially compromise patient safety.

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**DOMAIN** | **NOT YET PERFORMING AT LEVEL EXPECTED** | **PERFORMS AT LEVEL EXPECTED** | **COMMENTS** | **N/A**
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- **History taking / information gathering**
  - Facilitates patient telling their story; effectively uses appropriate questions to obtain accurate, adequate information; responds appropriately to verbal and non-verbal cues

- **Physical Examination Skills**
  - Follows efficient, logical sequence; examination appropriate to clinical problem; explains to patient; sensitive to patient's comfort and modesty

- **Communication skills**
  - Explores patient's perspective; jargon free; open and honest; empathic; explains rationale and agrees management plan/therapy with patient.

- **Professionalism**
  - Shows respect, compassion, empathy, establishes trust; attends to patient's needs of comfort, modesty, confidentiality, information. Behaves in ethical manner. Recognizes their limitations.

- **Diagnosis**
  - Establishes a problem list; takes account of probabilities in ranking differential diagnoses; reviews and adjusts differential diagnosis in light of developing symptoms and response to therapeutic interventions.

- **Management planning**
  - Selectively considers and plans appropriate diagnostic studies, considers risks, benefits. Constructs a management plan; prioritises actions on the basis of the differential diagnosis and clinical setting.

- **Organisation / efficiency**
  - Prioritises; is timely; succinct.

- **Patient Opinion**
  - "Would you be comfortable with this student looking after you if they were a recently qualified doctor?"
    - Not comfortable
    - Yes I would

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**GLOBAL OPINION OF CLINICAL COMPETENCE**

Consider overall judgement, synthesis, effectiveness and efficiency
### Assessor Feedback based on the behaviour observed

<table>
<thead>
<tr>
<th>Areas performed well</th>
<th>Suggestions for Development (must include feedback related to any domain marked &quot;not yet performing at level expected&quot;)</th>
</tr>
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<tbody>
<tr>
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### Patient Feedback

<table>
<thead>
<tr>
<th>What was particularly good about how the medical student communicated and behaved towards you?</th>
<th>How could the medical student improve the way that they communicated and behaved towards you?</th>
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### Agreed Action (specifically where and how work is required to address any cause for concern):

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### Year 5 Workbook linkage for this Mini-CEX:

<table>
<thead>
<tr>
<th>EPA1: Gather a history and perform a <strong>mental state</strong> and physical examination (Mental State being the focus for this Mini-CEX)</th>
<th>Assessor please indicate one only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EPA 2:</strong> Communicate clearly, sensitively and effectively with patients and relatives verbally and by other means</td>
<td></td>
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<tr>
<td><strong>EPA 3:</strong> Prioritise a differential diagnosis following a clinical encounter, initiate appropriate management and self-management in partnership with the patient.</td>
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<tr>
<td><strong>EPA 4:</strong> Recommend and interpret common diagnostic and screening tests</td>
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<tr>
<td><strong>Other EPA</strong> – give number (from Yr 5 Workbook)</td>
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</table>

Thank you for acting as an Assessor