

## Calgary-Cambridge Observation Guide 1 (adapted as an assessment instrument)

STATION NUMBER	STUDENT ID	MEDICAL SKILLS II EXAMINATION COMMUNICATION STATION	Date _____
0	FFFF	<div style="border: 1px solid black; padding: 20px; width: 80%; margin: auto;"> <p style="font-size: 24px; margin: 0;">ID LABEL HERE</p> </div>	
1	FFFF		
2	FFFF		
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7	FFFF		
8	FFFF		
9	FFFF		

		Yes	Yes but	No
<b><u>COMMENTS:</u></b>	<b><u>INITIATING THE SESSION</u></b>			
	1. Greets patient	F	F	F
	2. Introduces self and role	F	F	F
	3. Demonstrates respect	F	F	F
	4. Identifies and confirms problems list	F	F	F
	5. Negotiates agenda	F	F	F
	<b><u>GATHERING INFORMATION</u></b>			
	<b>EXPLORATION OF PROBLEMS</b>			
	6. Encourages patient to tell story	F	F	F
	7. Appropriately moves from open to closed questions	F	F	F
	8. Listens attentively	F	F	F
	9. Facilitates patient-s responses verbally & non-verbally	F	F	F
	10. Uses easily understood questions and comments	F	F	F
	11. Clarifies patient-s statements	F	F	F
	12. Establishes dates	F	F	F
	<b>UNDERSTANDING PATIENT-S PERSPECTIVE</b>			
	13. Determines and acknowledges patient-s ideas re cause	F	F	F
	14. Explores patient-s concerns re problem	F	F	F
	15. Encourages expression of emotions	F	F	F
	16. Picks up verbal and non-verbal cues	F	F	F
	<b>PROVIDING STRUCTURE TO CONSULTATION</b>			
	17. Summarizes at end of a specific line of enquiry			

		F	F	F
	18. Progresses using transitional statements	F	F	F
	19. Structures logical sequence	F	F	F
	20. Attends to timing	F	F	F
	<b><u>BUILDING RELATIONSHIP</u></b>			
	21. Demonstrates appropriate non-verbal behavior	F	F	F
	22. If reads, writes doesn't interfere with dialogue/rapport	F	F	F
	23. Is not judgmental	F	F	F
	24. Empathises with and supports patient	F	F	F
	25. Appears confident	F	F	F
	<b><u>CLOSING THE SESSION</u></b>			
	26. Encourages patient to discuss any additional points	F	F	F
	27. Closes interview by summarizing briefly	F	F	F
	28. Contracts with patient re: next steps	F	F	F
<b>EVALUATOR'S OVERALL</b>				
<b>IMPRESSION:</b> Satisfactory   F   Satisfactory but   F   Unsatisfactory   F				

*Note 1:* Printed with permission from Suzanne Kurtz, Faculties of Medicine and Education, University of Calgary, Alberta, Canada.

*Note 2:* The Calgary-Cambridge Observation Guide consists of two parts (i.e., Guide 1 and Guide 2). It was initially designed to facilitate teaching in communication skills. The version presented here is Guide 1 adapted as an assessment instrument. During assessment, it is used in conjunction with a case specific content checklist, which contains the details of the history that the learner should elicit.

*Note 3:* Relevant references are below.

Kurtz SM, Silverman JD. The Calgary-Cambridge Observation Guides: an aid to defining the curriculum and organizing the teaching in communication training programmes. *Med Educ* 1996;30:83-9.

Kurtz SM, Silverman J, Draper J. Teaching and learning communication skills in medicine. Oxford: Radcliffe Medical Press; 1998.

Silverman J, Kurtz SM, Draper J. Skills for communicating with patients. Oxford: Radcliffe Medical Press; 1998.