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| ***Observations of Teaching during Admitting “On Call” Day*** |
|  | **PT1** | **PT2** | **PT3** | **PT4** |
| **Framing and priming prior to seeing new patients** |  |
| **\*** | Time student receives assignment of new patient | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ |
| Teacher **gave** **critical patient-related information** to prepare the student for the admission | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| Teacher **directed student to focus** on certain medical condition(s), complaint(s), or care-related goal(s)  | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| Teacher oriented student **to anticipate certain physical exam findings.** | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| Teacher and student **interpreted blood tests or imaging** prior to the student seeing the patient | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| Teacher gives student advice on **specific areas of the EMR** **to review** prior to seeing patient | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| **\*** | Time student and resident conclude initial discussion | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ |
| **\*** | Time student **begins** reviewing electronic chart | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ |
| **\*** | Time student **finishes** reviewing electronic chart | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ |

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| **Initial physical examination by student** |  |
| **\*** | Time student **arrives at bedside** of new patient | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ |
| The student **independently examined** the patient *(excluding general observation and mental status)*. | 🞎 | 🞎 | 🞎 | 🞎 |
| **\*** | Time student **begins physical examination**  | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ |
| **COMMENTS:** |
| **\*** | Time student **ends physical examination**  | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ |
| **\*** | Time student **leaves bedside**  | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ | \_\_ : \_\_\_ : \_\_\_ |
| The student independently **returned to the bedside** at least once more.  | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |

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| **Bedside teaching around the physical examination** |  |
| The teacher **observed** at least one part of the **student’s physical exam.** | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent |
| If so,🡪 | Did the teacher(s) provide the student with **feedback on student’s examination technique**? | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent |
| **COMMENTS:** |
| The teacher(s) **demonstrated examination technique(s)** for the student. *Example: “Here’s how I percuss the liver span.”* | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent |
| **COMMENTS:** |
| The teacher(s) **noted any findings** for the student while examining the patient. | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent |
| If so,🡪 | Did the student make a **reasonable effort to confirm** the finding(s)? | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent |
| **COMMENTS:** |
| The teacher or student explained the physical exam findings to the patient in **non-technical language.** | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent |
| **COMMENTS:** |
| **Additional teaching on physical examination** |
| The teacher explicitly discussed the **clinical significance** of physical examination findings in making patient care decisions. | 🞎 | 🞎 | 🞎 | 🞎 |
| If so,🡪 | Was significance discussed in presence of the patient? | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent | 🞎 Initial🞎 Subsequent |
| The teacher assigned the student a **follow-up task** related to the physical exam.*Example: “Go check the patient’s reflexes.” “* | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |

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| Other comments |
| Comments should reflect on:1. How does the teacher successfully engage learners?
2. When are learners disengaging? Why?
3. What opportunities for physical exam teaching were missed or might be missed?
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| PT1 |
| PT2 |
| PT3 |
| PT4 |