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| ***Observations of Physical Examination Teaching******POST-ADMITTING DAY*** |
| Team members present: 🞎 SR 🞎 I1 🞎 I2 🞎 Sub-I  Time rounds begin: \_\_\_\_\_\_\_\_\_\_\_ / Time rounds end: \_\_\_\_\_\_\_\_\_\_\_  |
| **For each conference room discussion of patients, check the following.** |  |
|  | **PT1** | **PT2** | **PT3** | **PT4** |
| Time patient discussion/presentation begins | 🞎 | 🞎 | 🞎 | 🞎 |
| New patient admission? | 🞎 | 🞎 | 🞎 | 🞎 |
| The patient’s physical examination was discussed or presented (excluding vital signs or general comments like “physical exam was unremarkable/unchanged”). | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The teacher asked a **clarifying question** about the learner’s physical examination. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks about **technique(s)** used by learner. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks learner for an **interpretation** of the finding(s). | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| **COMMENTS:** |
| The team discussed the **clinical significance** of physical examination findings in making patient care decisions. | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The team noted an important physical finding that they **wished to** **subsequently verify** at the bedside. | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| Planned patient discharge? | 🞎 | 🞎 | 🞎 | 🞎 |
| Time patient discussion/presentation ends |  |  |  |  |

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| Conference room 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 |

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| **For each conference room discussion of patients, check the following.** |  |
|  | **PT5** | **PT6** | **PT7** | **PT8** |
| Time patient discussion/presentation begins | 🞎 | 🞎 | 🞎 | 🞎 |
| New patient admission? | 🞎 | 🞎 | 🞎 | 🞎 |
| The patient’s physical examination was discussed or presented (excluding vital signs or general comments like “physical exam was unremarkable/unchanged”). | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The teacher asked a **clarifying question** about the learner’s physical examination. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks about **technique(s)** used by learner. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks learner for an **interpretation** of the finding(s). | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| **COMMENTS:** |
| The team discussed the **clinical significance** of physical examination findings in making patient care decisions. | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The team noted an important physical finding that they **wished to** **subsequently verify** at the bedside. | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| Planned patient discharge? | 🞎 | 🞎 | 🞎 | 🞎 |
| Time patient discussion/presentation ends |  |  |  |  |

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| Conference room comments |
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2. When are learners disengaging? Why?
3. What opportunities for physical exam teaching were missed or might be missed?
 |
| PT5 |
| PT6 |
| PT7 |
| PT8 |

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| **For each conference room discussion of patients, check the following.** |  |
|  | **PT9** | **PT10** | **PT11** | **PT12** |
| Time patient discussion/presentation begins | 🞎 | 🞎 | 🞎 | 🞎 |
| New patient admission? | 🞎 | 🞎 | 🞎 | 🞎 |
| The patient’s physical examination was discussed or presented (excluding vital signs or general comments like “physical exam was unremarkable/unchanged”). | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The teacher asked a **clarifying question** about the learner’s physical examination. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks about **technique(s)** used by learner. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks learner for an **interpretation** of the finding(s). | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| **COMMENTS:** |
| The team discussed the **clinical significance** of physical examination findings in making patient care decisions. | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The team noted an important physical finding that they **wished to** **subsequently verify** at the bedside. | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| Planned patient discharge? | 🞎 | 🞎 | 🞎 | 🞎 |
| Time patient discussion/presentation ends |  |  |  |  |

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| Conference room comments |
| Comments should reflect on:1. How does the teacher successfully engage learners?
2. When are learners disengaging? Why?
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 |
| PT9 |
| PT10 |
| PT11 |
| PT12 |

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| **For each conference room discussion of patients, check the following.** |  |
|  | **PT13** | **PT14** | **PT15** | **PT16** |
| Time patient discussion/presentation begins | 🞎 | 🞎 | 🞎 | 🞎 |
| New patient admission? | 🞎 | 🞎 | 🞎 | 🞎 |
| The patient’s physical examination was discussed or presented (excluding vital signs or general comments like “physical exam was unremarkable/unchanged”). | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The teacher asked a **clarifying question** about the learner’s physical examination. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks about **technique(s)** used by learner. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks learner for an **interpretation** of the finding(s). | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| **COMMENTS:** |
| The team discussed the **clinical significance** of physical examination findings in making patient care decisions. | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The team noted an important physical finding that they **wished to** **subsequently verify** at the bedside. | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| Planned patient discharge? | 🞎 | 🞎 | 🞎 | 🞎 |
| Time patient discussion/presentation ends |  |  |  |  |

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| Conference room 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?
 |
| PT13 |
| PT14 |
| PT15 |
| PT16 |

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| **For hallway interactions on attending rounds, check the following.**  |  |
|  | **PT1** | **PT2** | **PT3** | **PT4** | **PT5** | **PT6** | **PT7** | **PT8** |
| Time hallway discussion/presentation begins |  |  |  |  |  |  |  |  |
| The patient’s physical examination was discussed or presented (excluding vital signs or general comments like “physical exam was unremarkable/unchanged”). | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The teacher asked a **clarifying question** about the learner’s physical examination. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks about **technique(s)** used by learner. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Teacher asks learner for an **interpretation** of the finding(s). | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| **COMMENTS:** |
| The team discussed the **clinical significance** of physical examination findings in making patient care decisions. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The team noted an important physical finding that they **wished to** **subsequently verify** at the bedside. | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| A teacher identifies educational goal(s) for bedside interaction. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | Educational goal entails some aspect of physical examination. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| **COMMENTS:** |
| Time hallway discussion/presentation ends |  |  |  |  |  |  |  |  |

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| **Bedside interactions (page 2)** |  |
|  | **PT1** | **PT2** | **PT3** | **PT4** | **PT5** | **PT6** | **PT7** | **PT8** |
| Time team enters the room. |  |  |  |  |  |  |  |  |
| The **attending** teaches in the presence of the patient with a readily identifiable teaching strategy.\* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| The **attending** performed any aspect of **physical exam.** | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The teacher(s) **demonstrated physical examination technique(s)** for the learner(s).  | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| **COMMENTS:** |
| The teacher(s) **noted any findings** for the learners while examining the patient. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| If so, 🡪 | The teacher asked the learner(s) to re-examine the patient before revealing his/her findings. | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| **COMMENTS:** |
| The teacher **observed** at least one learner’s **physical exams.** | 🞎A 🞎R/I  | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I | 🞎A 🞎R/I |
| **COMMENTS:** |
| A member of the team explained the physical exam findings to the patient in **non-technical language.** | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| The teacher discussed the **clinical significance** of physical examination findings in making patient care decisions. | 🞎A 🞎R/I  | 🞎A 🞎R/I  | 🞎A 🞎R/I  | 🞎A 🞎R/I  | 🞎A 🞎R/I  | 🞎A 🞎R/I  | 🞎A 🞎R/I  | 🞎A 🞎R/I  |
| If so, 🡪 | Was significance discussed in the patient’s room? | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |
| Time team exits the room (hh:mm:ss) |  |  |  |  |  |  |  |  |
| Did the team **“de-brief”** outside the patient room after seeing the patient? | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |
| **COMMENTS:** |