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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? |
| 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 |
| 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? |
| 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? 3. What opportunities for physical exam teaching were missed or might be missed? |
| 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:** | | | | | | | | | |