# Feedback on Precepting on Rounds

<table>
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<tr>
<th>Resident _______________________________</th>
<th>Evaluator _______________________________</th>
<th>Date ____________</th>
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## Rounding Atmosphere

Promoting autonomy of learners, safe learning environment, etc.

- [ ] Position of Team - good
- [ ] Allows presenter to finish his/her presentation before interrupting
- [ ] Allows intern to speak post-med student
- [ ] Appropriate # of interruptions
- [ ] Appropriate timing of interruptions
- [ ] Redirects parents’ questions to presenter
- [ ] Reaffirming language
- [ ] Positive nonverbal cues (nodding, others)
- [ ] Ensures nurses and other ancillary staff are involved, as appropriate

## Communication with Patient/Family

- [ ] Asks team to clarify medical jargon (or N/A [ ])
- [ ] Asks team to clarify complex concepts (or N/A [ ])
- [ ] Appropriate use of interpreters (or N/A [ ])

## Clinical Care

- [ ] Clarifies (if necessary)
  - [ ] assessment
  - [ ] prioritized differential diagnosis
  - [ ] plan
- [ ] Clarifies/Identifies
  - [ ] big picture of hospitalization
  - [ ] discharge goals
  - [ ] discharge needs
- [ ] Asesses advice from consultants

## Teaching Points

- [ ] Provides a fact/teaching pearl about the patient
- [ ] Uses questions to teach (variety of types of questions is good)
  - [ ] probes for facts
  - [ ] probes for understanding
  - [ ] probes for contingency planning
- [ ] Identifies own learning needs – asks questions of attending/others

## Providing Feedback

(if applicable)

- [ ] If provides feedback on rounds, gives specific feedback
- [ ] If provides feedback on rounds, does so in a safe manner

## Workflow

- [ ] Ensures efficient workflow
  - [ ] If indicated, tells family that team will return later to finish answering questions
  - [ ] Efficient with teaching points

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### Patients

#### Patient 1

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- [ ] Redirects parents’ questions to presenter
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- [ ] Ensures nurses and other ancillary staff are involved, as appropriate

#### Patient 2

- [ ] Position of Team - good
- [ ] Allows presenter to finish his/her presentation before interrupting
- [ ] Allows intern to speak post-med student
- [ ] Appropriate # of interruptions
- [ ] Appropriate timing of interruptions
- [ ] Redirects parents’ questions to presenter
- [ ] Reaffirming language
- [ ] Positive nonverbal cues (nodding, others)
- [ ] Ensures nurses and other ancillary staff are involved, as appropriate

#### Patient 3

- [ ] Position of Team - good
- [ ] Allows presenter to finish his/her presentation before interrupting
- [ ] Allows intern to speak post-med student
- [ ] Appropriate # of interruptions
- [ ] Appropriate timing of interruptions
- [ ] Redirects parents’ questions to presenter
- [ ] Reaffirming language
- [ ] Positive nonverbal cues (nodding, others)
- [ ] Ensures nurses and other ancillary staff are involved, as appropriate
Feedback on Precepting on Rounds

<table>
<thead>
<tr>
<th>Self-Reflection</th>
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<th>Feedback Highlights</th>
<th>Next Steps</th>
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<tr>
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<td>Keep:</td>
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<td>Change:</td>
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Adapted from Weisgerber M, et al (MCW) and Ottolini M, et al (CNMC)
1 - Pediatric Milestone PC4: “Make informed diagnostic and therapeutic decisions that result in optimal clinical judgment.”
2- Pediatric Milestone ICS1: “Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.”
2 - Pediatric Milestone ICS2: “Demonstrate the insight and understanding into emotion and human response to emotion that allows one to appropriately develop and manage human interactions.”
4 - Pediatric Milestone P1: “Humanism, compassion, integrity, and respect for others; based on the characteristics of an empathetic practitioner.”