

Evaluation Form

Printed on Oct 22, 2018

COACHING: Inpatient observation on rounds

Evaluator: _____

Evaluation of: _____

Date: _____

Coaching forms represent formative feedback only and are not intended to be used for learner assessment

1. Date of observation: _____

2. Service: _____

When presenting on rounds, learner...

- Opens encounter with introductions as appropriate
- Gathers patient/family input
- Includes patient/family in discussion as appropriate
- Deliberately explores the patient's/family's perspective, e.g. explanations for symptoms, fears/worries, expectations or priorities for treatment
- Responds well to patient/family questions
- Conveys support, concern, respect (verbally and nonverbally)
- Uses straightforward language (e.g., avoids using medical jargon)
- Works effectively with an interpreter
- Appears comfortable and appropriately confident
- Looks to appropriate team member(s) to clarify complex concerns
- Creates an overall assessment, including:
 - concise patient summary with semantic qualifiers if appropriate
 - severity and course of illness (getting better/worse/same)
- Creates a prioritized problem list with assessment and plan for each problem
- Provides an appropriately prioritized differential for new/undiagnosed problems
- Creates a reasonable plan
- Includes appropriate amount of detail (including relevant events, patient/family concerns)
- Includes relevant physical exam components
- Clarifies or summarizes action items
- Ensures patient/family understanding (ie teach back or allowing family to ask questions)
- Well-organized presentation
- Incorporates evidence-based medicine into plan
- Includes nurses and allied health professionals in discussion, as appropriate

Feedback Highlights

3. Self-Reflection

4. Feedback from Coach:

