

Patient Centered Observation Form- Clinician version

Trainee name _____ Observer _____ Obsrvn# _____ Date _____

Directions; Track behaviors in left column. Then, mark one box per row: a, b or c. Competent skill use is in one of the right two right side columns. Record important provider / patient comments and verbal / non-verbal cues in the notes. Use form to enhance your learning, vocabulary, and self-awareness. Ratings can be for individual interviews or to summarize several interactions. If requested, use this form to guide verbal feedback to someone you observe.

Skill Set and elements <i>Check only what you see or hear. Avoid giving the benefit of the doubt.</i>	Provider Centered Biomedical Focus	↔	Patient Centered Biopsychosocial Focus
Establishes Rapport <input type="checkbox"/> Introduces self (before gazing at computer) <input type="checkbox"/> Warm greeting (before gazing at computer) <input type="checkbox"/> Acknowledges all in the room by name <input type="checkbox"/> Uses eye contact <input type="checkbox"/> Humor or non medical interaction	<input type="checkbox"/> 1a. Uses 0-2 elements		<input type="checkbox"/> 1b. Uses 3 elements. <input type="checkbox"/> 1c. Uses ≥ 4 elements
Notes:			
Maintains Relationship Throughout the Visit <input type="checkbox"/> Uses verbal or non-verbal empathy during discussions or during the exam <input type="checkbox"/> Uses continuer phrases ("um hmm") <input type="checkbox"/> Repeats (reflects) important verbal content <input type="checkbox"/> Demonstrates presence, curiosity, intent focus, not seeming "rushed" and acknowledges distractions	<input type="checkbox"/> 2a. Uses 0-1 elements		<input type="checkbox"/> 2b. Uses 2 elements <input type="checkbox"/> 2c. Uses 3 or more elements
Notes:			
Collaborative upfront agenda setting <input type="checkbox"/> Acknowledges agenda items from other team member (eg MA) or from EMR. <input type="checkbox"/> Additional elicitation- "something else?" * X _____ <i>* each elicitation counts as a new element</i> <input type="checkbox"/> Asks or confirms what is most important to patient.	<input type="checkbox"/> 3a. Uses 0-1 elements		<input type="checkbox"/> 3b. Uses 2 elements <input type="checkbox"/> 3c. Uses ≥ 3 elements
Note patient concerns here:			
Maintains Efficiency using transparent (out loud) thinking and respectful interruption: <input type="checkbox"/> Talks about visit time use / visit organization <input type="checkbox"/> Negotiates priorities (includes provider agenda items) <input type="checkbox"/> Talks about problem solving strategies <input type="checkbox"/> Respectful interruption/redirection using EEE: Excuse your self, Empathize/validate issue being interrupted, Explain the reason for interruption (eg, for Topic tracking)	<input type="checkbox"/> 4a. Uses 0 elements		<input type="checkbox"/> 4b. Uses 1 element <input type="checkbox"/> 4c. Uses 2 or more elements
Notes:			
Gathering Information <input type="checkbox"/> Uses open-ended question X _____ <input type="checkbox"/> Uses reflecting statement X _____ <input type="checkbox"/> Uses summary/clarifying statement X _____ <i>Count each time the skill is used as one element</i>	<input type="checkbox"/> 5a. Uses 0-1 elements		<input type="checkbox"/> 5b. Uses 2 elements <input type="checkbox"/> 5c. Uses 3 or more elements
Notes:			
Assessing Patient or Family Perspective on Health <input type="checkbox"/> Acknowledges patient verbal or non-verbal cues. <input type="checkbox"/> Explores patient beliefs (explanatory model) or feelings <input type="checkbox"/> Explores contextual influences: family, cultural, spiritual. Number of patient verbal / non-verbal cues _____	<input type="checkbox"/> 6a. Uses 0 elements		<input type="checkbox"/> 6b. Uses 1 element <input type="checkbox"/> 6c. Uses 2 or more elements
Notes:			

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Electronic Medical Record Use <input type="checkbox"/> <i>By 10 seconds, describes reason for each screen gaze</i> <input type="checkbox"/> <i>Shares/points at screen during at least 2 visit phases (agenda setting, history, Rx / Lab review, typing AVS)</i> <input type="checkbox"/> <i>Maintains eye contact and/or shares screen at least 2/3rds of the visit</i> <input type="checkbox"/> <i>Ask patient to confirm or contribute to documentation</i>	<input type="checkbox"/> 7a. Uses 0 or 1 elements.		<input type="checkbox"/> 7b. Uses 2 elements
	<input type="checkbox"/> 7c. Uses 3 or 4 elements		
Notes:			
Physical Exam <input type="checkbox"/> <i>Prepares patient before physical exam actions and describes exam findings during the exam ("I am going to ___" then "your lungs sound healthy")</i>	<input type="checkbox"/> 8a. 0-1 exam elements (eg., lungs)		<input type="checkbox"/> 8b. 2 exam elements (eg, heart, lung)
	<input type="checkbox"/> 8c. > 2 exam elements (eg, heart, lung, ears)		
Notes:			
Sharing Information <input type="checkbox"/> <i>Avoids or explains medical jargon</i> <input type="checkbox"/> <i>Summaries cover biomedical concerns</i> <input type="checkbox"/> <i>Summaries cover psychosocial concerns.</i> <input type="checkbox"/> <i>Invites Q/A</i>	<input type="checkbox"/> 9a. Uses 0-1 elements		<input type="checkbox"/> 9b. Uses 2 elements
	<input type="checkbox"/> 9c. Uses 3 or more elements		
Notes:			
Behavior Change/Self Management <input type="checkbox"/> <i>Asks if patient wants help with health behavior change.</i> <input type="checkbox"/> <i>Explores pros and cons of behaviors (respects ambivalence)</i> <input type="checkbox"/> <i>Reflects comments about: desire, ability, reason, need.</i> <input type="checkbox"/> <i>Asks permission to give advice</i> If patient wants help, asks patient: <input type="checkbox"/> <i>To brainstorm activities and choose one to reach goal</i> <input type="checkbox"/> <i>To name activity frequency and time of day</i> <input type="checkbox"/> <i>Scales confidence in change (1- 10)</i> <input type="checkbox"/> <i>Assesses patient barriers</i> <input type="checkbox"/> <i>Adjusts plan to address barriers</i> <input type="checkbox"/> <i>Uses action plan worksheet (in AVS or separate)</i> <input type="checkbox"/> <i>Affirms prior / current behavior change effort</i>	<input type="checkbox"/> 10c. Uses 0-1 elements or lectures patient		<input type="checkbox"/> 10b. Uses 2-3 elements
	<input type="checkbox"/> 10c. Uses 4 or more elements		
Notes:			
Co-creating a plan <input type="checkbox"/> <i>Describes options</i> <input type="checkbox"/> <i>Discusses pros and cons</i> <input type="checkbox"/> <i>Discusses uncertainties with the decision</i> <input type="checkbox"/> <i>Assesses patient understanding</i> <input type="checkbox"/> <i>Asks for patient preferences</i> <input type="checkbox"/> <i>Identifies and resolves decisional differences</i> <input type="checkbox"/> <i>Plan respects patients goals and values</i>	<input type="checkbox"/> 11a. Use 0-2 element		<input type="checkbox"/> 11b. Uses 3-4 elements
	<input type="checkbox"/> 11c. Uses ≥ 5 elements		
Notes:			
Closure <input type="checkbox"/> <i>Asks for questions about today's topics.</i> <input type="checkbox"/> <i>Co-creates and prints a readable After Visit Summary</i> <input type="checkbox"/> <i>Uses Teachback. = Asking the patient to explain his/her understanding of the plan</i> <input type="checkbox"/> <i>Combines Teachback and AVS creation while sharing the screen or notepad. (Counts for 3 elements)</i>	<input type="checkbox"/> 12a. Uses 0-1 element		<input type="checkbox"/> 12b. Uses 2 elements
	<input type="checkbox"/> 12c. Uses 3 elements		
Notes:			

Medical Student Education

Family Medicine Clerkship

About MSE

Courses

Advising

Programs

Family Medicine Interest
Group

Community-focused Urban
Scholars Program (CUSP)

Research

Targeted Rural Underserved
Track (TRUST)

Information for Applicants

Graduation Requirements

Scholar Bios

Faculty Resources

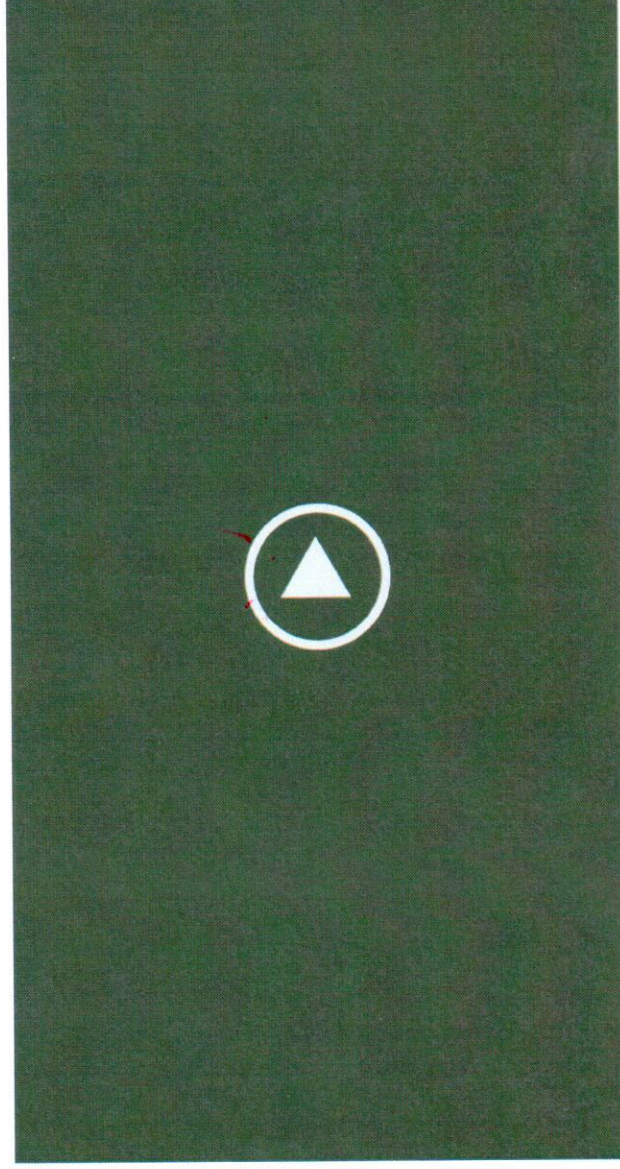
**TRUST Observation
Pairs Webinar**

Curriculum

TRUST Observation Pairs Webinar

The materials below are designed to help orient you to TRUST Observation Pairs for your upcoming Intercession. We worked in collaboration with Larry Mauksch to develop this program to improve observation and communication skills in students while easing the stress on faculty.

Webinar (15:25):



Useful Links:

- Slides used in webinar
- [Patient-Centered Observation Form \(PCOF\)](#)
- [PCOF Training](#)

If you have any questions about TOPs or the Intercession, please direct them to Tom Greer (tomgreer@uw.edu) and Tyler Cooper (uwtrust@uw.edu). We can both be reached at (206) 685-7102.

TOPs Trust Observation Pairs

Improving medical student education without increasing faculty time

Larry Mauksch, M.Ed
Clinical Professor Emeritus
University of Washington Dept of Family Medicine

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TOPs Goals

- Minimize faculty time demand
- Maximize student learning
- Increase student self assessment
- Practice communication skills in the early phase of the visit

2

Background Theory

- Physicians are missing core communication skills, eg, agenda setting
- Barriers to learning
 - perception of not enough time
 - Inarticulate teachers- e.g., "good bedside manner")
- Skill differentiation precedes integration
- Practice is essential
- Reflection is essential

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Why is peer observation effective?

- Regularly observing and naming important skills and then immediately practicing them with feedback is the *sine qua non* of skill development.

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