

## Clinical Teaching in a Patient Care Setting Observation Form

Being observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Shift Observed: \_\_\_\_\_

Focus of observation (if requested): \_\_\_\_\_

Please note if a task was observed with a checkmark or 'Yes' in the 'Observed' column.

Please record specific observations in 'Comments/Notes'.

| <b>LEARNING CLIMATE</b>   | <b>OBSERVED</b> | <b>COMMENTS/NOTES</b> |
|---|-----------------|-----------------------|
| 1. Established climate for learning and expectations for participation. |                 |                       |
| 2. Assesses learners' levels and needs.                                 |                 |                       |

| <b>STRUCTURE OF SESSION AND TEACHING DYNAMICS</b>                                 | <b>OBSERVED</b> | <b>COMMENTS/NOTES</b> |
|---|-----------------|-----------------------|
| 1. Facilitates focused discussion.  |                 |                       |
| 2. Encourages balanced participation from all learners.                           |                 |                       |
| 3. Encourages active critical thinking.   |                 |                       |
| 4. Maintains control of session and managed time appropriately.                   |                 |                       |
| 5. Session content appropriate for time allotted and targeted to learners' needs. |                 |                       |
| 6. Assesses learner skills (e.g., exam, history-taking, procedures, etc.)         |                 |                       |
| 7. Exhibits enthusiasm for clinical care and learning.                            |                 |                       |

|   |  |  |
|---|--|--|
| 8. Shows respect for learners.  |  |  |
| 9. Exhibits effective interpersonal skills (eye contact, body language, tact, etc.)       |  |  |
| 10. Knowledgeable, provides clear explanations as necessary and managed learner dynamics. |  |  |

| <b>CONCLUSION</b>   | <b>OBSERVED</b> | <b>COMMENTS/NOTES</b> |
|---|-----------------|-----------------------|
| 1. Summarizes key points and plan for each patient discussed. |                 |                       |
| 2. Encourages self-reflection and selfdirected learning.      |                 |                       |
| 3. Provides appropriate feedback (content, timing, etc.)      |                 |                       |

| <b>STRENGTHS</b> | <b>RECOMMENDATIONS</b> |
|------------------|------------------------|
|                  |                        |

\*adapted from UCSF TOPS program: [http://medschool2.ucsf.edu/academy/faculty\\_development/tip--top.aspx](http://medschool2.ucsf.edu/academy/faculty_development/tip--top.aspx)