Supplemental Digital Appendix 1

Clinical Roun	nds Observation Form				D	ate:	_//_	Code	er's Initials:
Part A:									
	Coder				Clinica	l Team			
Name:			Check all rou	nding team men	nbers and <u>CIRCLE</u> t	eam lead	<u>er(s</u>).		
Site:	UCSF	Stanford	Attending: Resident(s):	A R1	Med Student(s Med Student(s			Dietician: Phys/OC Thera	D rapist: TH
Specialty:	Internal Medicine	Pediatrics		R2 R3	Nurse(s):	RN _		Pharmacist:	PH
Time:	: am/pm to :	am/pm	Other factors		Social Worker	. sw	_	Other?	
			IM Call Cycle	e: Pre	On-Call Post	-Call	Post-Post	Short-Call	

<u>Part B – Overall Observations – Patient/Learner Centered & Global Ratings:</u>

[NOTE: Complete Part C before completing Part B, as Part B captures the overall quality.]

PATIENT CENTERED	1	2	3	4	5
1) Shows care & concern for pt. (Generally supportive climate, empathetic).					
2) Actively elicits information about the pt, family, and life circumstances that help the team know the patient as a unique individual. (Might include					
cultural background, family history, resources, etc.)					
3) Pt education. (Checks for pt/family understanding of disease, course of hospitalization, and provides information on next steps including					
medication (Rx) and treatment (Tx) options.) [Note: This is more about pt education and note about actual shared decision captured in #4-5.]					
4) Shared decision-making – <u>SETUP</u> . (Elicits decision-making preferences including who should be involved and context of decision being made.)					
5) Shared decision-making – <u>Process and Conclusion</u> . (Shared exploration of options, pt value/preference, and pros/cons of each option.)					

LEARNER CENTERED	1	2	3	4	5
6) Learning climate. (Safe, open, & encouraging place for learning, asking Q's, elicits motivation/stimulation).					
7) Communication and discussion of goals. (Clear communication of attending & learner goals, & the expectations, attitudes, knowledge & skills					i
acquired in learning process).					
8) Enhance understanding. (Present material in clear/organized way, emphasize key pts, involve learners in process).					
9) Feedback. (Positive/constructive feedback – inform, reinforce or praise trainees & give constructive criticism when improvement is needed).					
10) Teamwork. (Promotes collaborative dynamics betw team – all involved/engaged).					

GLOBAL RATINGS [Not Reported in this Manuscript]		Tow	ard Pa	atient		Toward Team				
GLODAL KATINGS [Not Reported in this Manuscript]	1	2	3	4	5	1	2	3	4	5
11) Responsiveness. (Reacts to concerns, explores ideas, acknowledges expectations).										
12) Respectfulness. (Tone of voice & attitude that shows respect).										
13) Listening. (Facilitates & responds to questions & concerns).										
14) Sharing & collaboration. (Promotes shared decision making & participation).										

Part C: [unique page repeated for every patient]

Patient #:			Family/friends present?	Y	N		New Pt Admission? Y N	N I	DK	Pt Discharge? Y N DK
Only pt presentation?	Y	N								
Patient Presentation	I	Response	Discussion w/ Patient	Ι	Re	esponse	Review of Case	I	Response	Notes
Health Behaviors			Health Behaviors				Health Behaviors		•	
Alcohol		-1 0 1	Alcohol		-1	0 1	Alcohol		-1 0 1	
Illicit drugs		-1 0 1	Illicit drugs		-1	0 1	Illicit drugs		-1 0 1	
Smoking		-1 0 1	Smoking		-1	0 1	Smoking		-1 0 1	
Exercise/Phys Activity		-1 0 1	Exercise/Phys Activity		-1	0 1	Exercise/Phys Activity		-1 0 1	
Nutrition/Diet/Obesity		-1 0 1	Nutrition/Diet/Obesity		-1	0 1	Nutrition/Diet/Obesity		-1 0 1	
Med Adher/Plan of Care:			Med Adher/Plan of Care:				Med Adher/Plan of Care:			
Medications		-1 0 1	Medications		-1	0 1	Medications		-1 0 1	
Dx/chronic disease		-1 0 1	Dx/chronic disease		-1	0 1	Dx/chronic disease		-1 0 1	
mgmt/plan of care			mgmt/plan of care				mgmt/plan of care			
Referral or specialists		-1 0 1	Referral or specialists		-1	0 1	Referral or specialists		-1 0 1	
F/u primary care		-1 0 1	F/u primary care		-1	0 1	F/u primary care		-1 0 1	
Tests/procedures		-1 0 1	Tests/procedures		-1	0 1	Tests/procedures		-1 0 1	
Prevention/screening		-1 0 1	Prevention/screening		-1	0 1	Prevention/screening		-1 0 1	
Risky sexual behavior		-1 0 1	Risky sexual behavior		-1	0 1	Risky sexual behavior		-1 0 1	
Home/Pt Safety		-1 0 1	Home/Pt Safety		-1	0 1	Home/Pt Safety		-1 0 1	
Beh Change Counseling			Beh Change Counseling				Beh Change Counseling			
Pt Education		-1 0 1	Pt Education		-1	0 1	Pt Education		-1 0 1	
Assess readiness/enhance		-1 0 1	Assess readiness/enhance		-1	0 1	Assess readiness/enhance		-1 0 1	
motivation			motivation				motivation			
Goal setting		-1 0 1	Goal setting		-1	0 1	Goal setting		-1 0 1	
Self-monitoring		-1 0 1	Self-monitoring		-1	0 1	Self-monitoring		-1 0 1	
Shared problem solving		-1 0 1	Shared problem solving		-1	0 1	Shared problem solving		-1 0 1	
		-1 0 1			-1	0 1			-1 0 1	
Social/Cultural			Social/Cultural				Social/Cultural			
Race/ethnicity/cultural		-1 0 1	Race/ethnicity/cultural		-1	0 1	Race/ethnicity/cultural		-1 0 1	
Gender/sex orientation		-1 0 1	Gender/sex orientation		-1	0 1	Gender/sex orientation		-1 0 1	
Spirituality/religiosity		-1 0 1	Spirituality/religiosity		-1	0 1	Spirituality/religiosity		-1 0 1	
SES (Educ, Occup, \$\$)		-1 0 1	SES (Educ, Occup, \$\$)		-1	0 1	SES (Educ, Occup, \$\$)		-1 0 1	
Language		-1 0 1	Language		-1	0 1	Language		-1 0 1	
Literacy/health literacy		-1 0 1	Literacy/health literacy		-1	0 1	Literacy/health literacy		-1 0 1	
Social supports		-1 0 1	Social supports		-1	0 1	Social supports		-1 0 1	
Resources (financial,		-1 0 1	Resources (financial,		-1	0 1	Resources (financial,		-1 0 1	
housing, insurance,			housing, insurance,				housing, insurance,			
healthcare access,			healthcare access,				healthcare access,			
transportation)			transportation)				transportation)			
				<u> </u>						

Mind-Body												
CAM/Integr Med	-1	0	1	CAM/Integr Med	-1	0	1	CAM/Integr Med	-1	0	1	
Stress (specify)	-1	0	1	Stress (specify)	-1	0	1	Stress (specify)	-1	0	1	
Psych (comorbid)	-1	0	1	Psych	-1	0	1	Psych	-1	0	1	
Pain (history, pain meds,	-1	0	1	Pain (history, pain meds,	-1	0	1	Pain (history, pain meds,	-1	0	1	
level of pain & pain mgmt)				level of pain & pain mgmt)				level of pain & pain mgmt)				
	-1	0	1		-1	0	1		-1	0	1	

Teaching Opportunities										
Best Practices (intended to capture best practices for teaching and/or clinical care)	Possible Missed Teachable Moments (intended to highly missed opportunities around social and behavioral topics that emerged in the process of clinical care/clinical teaching)									
Other Comments (Special contextual factors, patient variables, influences on t	eam, general observations, etc.)									