



Observer Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Time: Start \_\_\_\_\_ End \_\_\_\_\_ TOTAL: \_\_\_\_\_ mins.  
 Patient Name: \_\_\_\_\_ Room #: \_\_\_\_\_

MRN: \_\_\_\_\_

### Bedside PFCC Rounds Observation Checklist

Family Member(s) Present:  YES  NO  Phone  Internet

Interpreter CLAS\*

Name: \_\_\_\_\_ TEAM:  Attending  Residents # \_\_\_\_\_  
 Attending-led: \_\_\_\_\_  Students # \_\_\_\_\_  Nurse # \_\_\_\_\_  SW  
 Resident-led: \_\_\_\_\_  Case Manager  Pharmacy  Nutrition  
 Estimated Discharge: Date: \_\_\_\_\_ Time: \_\_\_\_\_  Clinical Nurse Specialist  Other: \_\_\_\_\_

Observer will complete the checklist during rounds and debrief with the care team after rounds.

Domain	Behaviors	Yes	+/-	No	Observer Notes
		2	1	0	
<b>Greeting &amp; Intro</b>	Set the stage for partnership. Arrange CLAS – Culturally and Linguistically Appropriate Services. Knock before entering and say "Hello" – use a greeting. Address patient by name. Introduce yourself and team members. Explain your roles. Record your name on the patient's white board. Explain purpose of PFCC Rounds. Confirm P/F preference for participation.				
<b>Physical Environment</b>	Check with patient if it is alright to discuss the patient's medical condition with others present. Minimize distractions. Ask patient to turn off TV or mute TV. Seek patient's permission and turn TV off: "May we turn off the television so we can talk and hear each other?" Turn off or silence pager. Ask permission to turn on the light. <i>Turn lights back off when leaving.</i>				
<b>Body Language</b>	Team forms circle inclusive of P/F. Move towards head of the bed. Make eye-level contact with P/F. Sit beside patient at bedside.				
<b>Evidence of Caring/Interaction</b>	Ask how patient feels. Open with: "How are you feeling today?" Ask about P/F concerns. Check their understanding. Use open-ended questions.				
<b>Respect Shown</b>	Invite P/F to talk and ask questions. Seek P/F perspective. Actively listen. Do NOT interrupt.				
<b>Info Exchange</b>	Address cultural or spiritual needs as they arise. Solicit information from patient and family. Ask questions one at a time. Wait for a response. Use understandable language. Explain technical terms and check understanding. Use visual and/or written reinforcement.				
<b>Involvement in Teaching</b>	Encourage P/F to ask questions or raise concerns. Answer questions or provide <i>with follow-up</i> responses: "We will get back to you with results of pending x-rays and lab tests." Ask permission to engage in teaching at the bedside. Thank them for the opportunity.				
<b>Decision-making Participation &amp; Involvement</b>	Ask patient's preferences related to care. Involve P/F in discharge planning and goals, especially outpatient needs. Help with continuity issues and follow-up care.				
<b>Departure</b>	Inform P/F of next steps and what to expect. Ask: "Have we answered all of your questions and concerns?" Say: "Goodbye."				
<b>Physical Environment</b>	Leave the room the way you found it – if you turned anything off/on turn back on/off.				
<b>Safety</b>	Wash / disinfect hands when entering and leaving patient's room.				

**OBSERVER NOTES:** (record debriefing notes on reverse side) Abbreviations: P/F=Patient/Family; SW=Social Worker; MRN=Medical Record Number  
 Column Totals: \_\_\_\_\_