

TEACHING CHARTING

**Bringing
Education &
Service
Together**



Learning Objective

After participating in this session, participating residents will be able to give a medical student constructive feedback about charting.

Benefits of Teaching Charting

Many medical students prefer to learn “hands on” clinical skills (history-taking, physical examination, charting, procedures) from resident physicians rather than from faculty.¹

1. Morrison EH, Hollingshead J, Hubbell FA, Hitchcock MA, Rucker L, Prislin MD. Reach out and teach someone: generalist residents' needs for teaching skills development. *Family Medicine* (in press).

Benefits of Teaching Charting

- Medical school provides numerous **teachable moments** for students to learn writing skills.
- Once students become residents, they may be offered less feedback about charting, or they may be less inclined to use feedback that they are offered.

The “CHART” Approach to Feedback on Written Work

Comments

Help

Assessment

Resources

Timing of follow-up

COMMENTS

- Before meeting, read the learner's note and **write comments** on it.
 - Include an adequate (but not overwhelming) level of detail.
- Writing down your comments will help organize your feedback and will later aid learner's recall.

HELP

- Establish **mutual goals** for this feedback session (learner's, yours).
- Clarify that you will **focus on charting**, not on clinical issues.
- Which writing skills may require **extra help**?

ASSESSMENT

- Discuss your **mutual assessment** of the written work.
 - Start with the learner's **self-assessment**.
 - Then give **your assessment**, balancing positive and negative attributes.
- **Organize** your feedback into logical sections to make it easier to follow.
- **Involve the learner actively:** can s/he learn from rewriting some text with you?

RESOURCES

- Discuss **learning resources** to improve charting skills:
 - Texts
 - Online resources
 - Other teachers
- Which resources does the learner think would be best for his or her learning style?

TIMING OF FOLLOW-UP

When would the learner like to meet again to go over more written work?

