Integrating the Physical Exam into Teaching

Roadmap

Before
- Preparation
- Planning
- Orientation

Know what you’ll teach
Discuss plan for rounds with learner(s)
Create Goals & Objectives

During
- Introduction
- Interaction
- Observation
- Instruction
- Summarizing

Yourself and team to patient
Role model interaction
For more learner-centered teaching
Teach & challenge w/out humiliating
Tell learner what they’ve been taught

After
- Debriefing
- Feedback
- Reflection
- Preparation

Questions, clarification, further study
What went well and what didn’t?
What would you do different?
For next time…

References / Resources:

University of Washington Advanced Physical Diagnosis
http://depts.washington.edu/physdx/
Providing Effective Feedback

- Giving feedback is a key skill for clinical teachers and mentors
- The S-FED Model combines four steps of providing feedback to enhance learner development

<table>
<thead>
<tr>
<th>Step</th>
<th>Item</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment</td>
<td>Allow learner time for reflection</td>
<td>“What do you think went well?”</td>
</tr>
<tr>
<td>Feedback</td>
<td>Descriptive</td>
<td>“This is what I saw that needs improvement.”</td>
</tr>
<tr>
<td>Encouragement</td>
<td>Show confidence</td>
<td>“I have great confidence that you will be successful.”</td>
</tr>
<tr>
<td>Direction</td>
<td>Specific suggestions</td>
<td>“Here are some suggestions you might try…”</td>
</tr>
</tbody>
</table>

We can’t solve problems by using the same kind of thinking we used when we created them.

- Albert Einstein

References / Resources:

Bell H. Encouragement: Giving “Heart to Our Learners in a Competency-based Education Model the Heart. Family Medicine. 2007;39:1