Teaching Charting

Learning objective: At the end of this session, participating residents will be able to give a medical student helpful, constructive feedback about charting.

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

2. The “CHART” approach to giving feedback on learners’ written work

Comments
   - Take as much time as you need to 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 you organize your feedback and will later help the learner recall what you’ve said.
Help
● Establish mutual goals for this feedback session (first the learner’s, then yours).
● Clarify that you will focus on learning about charting rather than clinical issues.
● Which writing skills does the learner think may require extra help?

Assessment
● Now you can 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 the student can use to improve charting skills (texts, online resources, other teachers).
● Which resources does the learner think would be best for his/her learning style?

Timing of follow-up
● When would the learner like to meet again to go over more written work?
References:

