

## 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:**

Davis BG. Tools for Teaching. San Francisco: Jossey-Bass, 1993.

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

Schwenk TL, Whitman N. Residents as Teachers: A Guide to Educational Practice. Salt Lake City: University of Utah, 1984.