EPA „Conducting an internal medicine ward round“ – extended version

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Internal Medicine</th>
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<tbody>
<tr>
<td>Title</td>
<td>Conducting a ward round in internal medicine</td>
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<tr>
<td>Description</td>
<td>Conducting the daily ward round in an internal medicine department, starting with the preparation.</td>
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<td>CanMEDS domains</td>
<td>Communicator (Com), Medical Expert (ME), Manager (M), Collaborator (Coll), Professional (P), Scholar (S)</td>
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<td>Sub-competences and observable tasks</td>
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<tr>
<td>Communication (Com)</td>
<td>Capability to communicate with the patient.</td>
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<td>- Trainee collects information from the patient (e.g. poses open questions concerning patient’s condition and needs, takes patient’s history).</td>
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<td>- Trainee involves the patient in the decision making process.</td>
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<td>- Trainee informs the patient about further treatment/discharge from hospital.</td>
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<td>- Trainee encourages the patient to ask questions.</td>
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<td>- Trainee focuses on relevant topics and plans further conversation; if necessary separately from the ward round.</td>
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<td>- Trainee assesses patient’s need for information and adapts the amount and kind of imparted information.</td>
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<td>- Trainee adapts his/her language to the patient (e.g. avoids technical terms).</td>
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<td>- Trainee reacts adequately to faults by informing the patient about the fault.</td>
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<td>- Trainee shows empathy when necessary (e.g. reflects patient’s emotions, keeps professional distance, takes time for the patient, and shows concern).</td>
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<td>- Trainee pays attention to patient’s facial expression and gestures.</td>
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<td>- Trainee is mindful of his/her own facial expression and gestures.</td>
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<tr>
<td>Capability to communicate with the ward round team.</td>
<td>- Trainee collects information from the ward round team (e.g. asks nurse about patient-related information; exchanges views with attending physicians).</td>
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<td>- Trainee exchanges views with the ward round team before and after the ward round/seeing each patient and asks their opinion.</td>
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<td>- Trainee focuses on relevant topics.</td>
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<table>
<thead>
<tr>
<th>LoS*</th>
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</table>
- Trainee assigns tasks for example through communication with the nurses.
- Trainee reacts adequately to faults by accepting hints of possible faults, informing the chief resident and giving the reason of the fault.
- Trainee allows attendance of students and involves them in the ward round by asking questions.
- Trainee discusses patient cases with students to impart medical knowledge.

Diagnostic analysis and therapy planning (Com, ME, Coll, M)

- Trainee reviews patient’s record emphasizing on new test results.
- Trainee collects information from the patient (e.g. poses open questions concerning patient’s condition and needs, takes patient’s history).
- Trainee performs a focused physical examination.
- Trainee collects information from the ward round team (e.g. asks nurse about patient’s condition; reviews nurses’ documentation; exchanges views with attending physicians).

Capability to gather relevant information concerning the patient.
- Trainee combines gathered information.
- Trainee evaluates gathered information (e.g. information from the nurse, test results).
- Trainee pays attention to patient’s facial expression and gestures.

Capability to analyze gathered information.**
- Trainee structures the decision making process (e.g. separates time-consuming or complex decision from the ward round).
- Trainee plans further treatment (e.g. evaluates therapy, gives orders for diagnostics and therapy, plans discharge from hospital)
- Trainee involves the patient in the decision making process.

Capability to plan further treatment with the patient.
- Trainee informs the patient about further treatment and discharge from hospital.
- Trainee exchanges views with the ward round team before and after the ward round/seeing each patient.
- Trainee records new information, e.g. to transfer information to absent team members.

Capability to exchange information.

Empathy (Com)
- Trainee recognizes the necessity for empathy in physician-patient interaction.**
- Trainee shows empathy when appropriate (e.g. reflects patient’s emotions, keeps professional distance, takes time for the patient, shows concern).

**Leadership skills**

(Com, Coll, M)

- Capability to lead the ward round team.
  - Trainee involves other team members in the ward round process (e.g. asks about their opinion).
  - Trainee assigns tasks to members of the ward round team, e.g. through communication with the nurses.

**Capability to lead the patient.**

- Trainee communicates directively with the patient.
- Trainee encourages the patient to ask questions.
- Trainee assesses patient’s need for information and adapts the amount and kind of imparted information to these needs.

**Management of difficult situation and faults**

(Coll, M)

- Capability to deal with interruptions.
  - Trainee recognizes and assesses the relevance of interruptions.**
  - Trainee reacts adequately to interruptions (e.g. pauses the ward round if necessary).

**Capability to deal with faults.**

- Trainee recognizes and assesses the relevance of faults,**
- Trainee reacts adequately to faults (e.g. accepts hints regarding potential faults, informs patient/chief resident, gives the reason for the fault and corrects the fault).

**Capability to deal with conflicts within the ward round team.**

- Trainee recognizes conflicts within the ward round team.**
- Trainee reacts adequately to conflicts within the ward round team.

**Organization competence**

(Com, Coll, M)

- Capability to determine the general framework of the ward round.
  - Trainee conducts a well-structured ward round (e.g. prepares the ward round, follows a standardized procedure inside and outside of the patient’s room)
  - Trainee adapts the ward round process to the ward round team composition.
  - Trainee utilizes adequate tools (e.g. trolley with medical records, notepads).

**Capability to organize and use time efficiently.**

- Trainee adapts duration of the consultation to the patient (e.g. longer when emotional or medical needs).
- Trainee adapts duration of the consultation/ the ward round to events of the day (e.g. shorter when several admissions).
- Trainee focuses on relevant topics and, if necessary, plans further conversation separately (incl. conversation with relatives or physicians of other disciplines).
- Trainee avoids interruptions (e.g. turns off the telephone, briefs the team to reduce interruptions to cases of emergency).

### Professionalism
(Com, Coll, P)
- Capability to act in professional way toward patient and team.
  - Trainee ensures reliable behavior towards the ward round team and the patient.
  - Trainee ensures a respectful physician-patient contact (e.g. protects patients privacy, meets patient eye to eye, focuses on the patient).
  - Trainee is mindful towards his or her own facial expression and gestures.
  - Trainee adapts his language use to the patient (e.g. avoids technical terms).

### Self-management
(ME, Coll, S)
- Capability to reflect on and control own actions.
  - Trainee is aware of his/her professional limits (e.g. consults more experienced colleagues after the ward round in case of uncertainties or medical problems).
  - Trainee is aware of his/her personal limits (e.g. asks for help in case of interpersonal problems).
  - Trainee assesses his/her own actions (e.g. the interaction with the patient) in a self-critical way.
  - Trainee remains calm and behaves professional in difficult situations.

### Teaching and learning
(S)
- Capability to impart knowledge.
  - Trainee allows attendance of students and involves them e.g. through asking questions.
  - Trainee discusses patient cases with students to impart medical knowledge.

### Willingness to improve own competences.
- Trainee reflects the overall ward round or specific cases after the ward round.

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*LoS = Level of supervision: (1) Observation but no execution, even with direct supervision, (2) Execution with direct, proactive supervision, (3) Execution with reactive supervision, ie, on request and quickly available, (4) Supervision at a distance and/or post hoc, (5) Supervision provided by the trainee to more junior colleagues (Ten Cate, 2013)

**Task is not directly observable, but listed here for completeness of content.