

Attachment 1: Checklist including competencies, associates activities and examples (\* marked exemplary behaviours were not observed in any of the 14 ward round scenarios)

1. Communication with the patient	Not applicable <input type="checkbox"/>	Number of observed examples:
<b>a) Trainee collects information from the patient</b>		
<i>when the trainee sees the patient for the first time:</i>	<i>when the trainee has already seen the patient several times:</i>	
Trainee <ul style="list-style-type: none"> <li><input type="checkbox"/> introduces him/herself to the patient and explains his/her own function in the hospital (e.g. junior doctor)</li> <li><input type="checkbox"/> starts the communication with the patient by addressing a non-medical topic which might concern the patient („ice-breaker“)*</li> <li><input type="checkbox"/> poses open questions (which e.g. concern the patient’s condition and needs)</li> <li><input type="checkbox"/> takes the patient’s history</li> <li><input type="checkbox"/> encourages the patient to ask questions or to add any missing information</li> </ul>	Trainee <ul style="list-style-type: none"> <li><input type="checkbox"/> starts the communication with the patient by addressing a non-medical topic which might concern the patient („ice-breaker“)*</li> <li><input type="checkbox"/> poses open questions (which e.g. concern the patient’s condition or needs)</li> <li><input type="checkbox"/> encourages the patient to ask questions or to add any missing information</li> </ul>	
<b>b) Trainee informs the patient about further treatment/discharge from hospital</b>		
<i>when the patient’s treatment in the hospital continues:</i>	<i>when the patient will be discharged from the hospital:</i>	
Trainee <ul style="list-style-type: none"> <li><input type="checkbox"/> gives reasons why the planned investigation/treatment is necessary</li> <li><input type="checkbox"/> informs the patient about the advantages/disadvantages/ adverse effects of the treatment and outlines possible alternatives</li> <li><input type="checkbox"/> informs the patient about the test results</li> <li><input type="checkbox"/> gives the patient an overview of the treatment plan (e.g. all upcoming investigations)</li> <li><input type="checkbox"/> explains the timeframe of the planned procedure</li> </ul>	Trainee <ul style="list-style-type: none"> <li><input type="checkbox"/> gives reasons why the planned investigation/ treatment is necessary</li> <li><input type="checkbox"/> informs the patient about the discharge from hospital and explains a possible necessary follow-up treatment to the patient</li> <li><input type="checkbox"/> gives advice to the patient on how to behave after his/her discharge</li> </ul>	
<i>for all the points mentioned above:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> avoids technical terms, if possible, or explains them to the patient when they are difficult to understand</li> </ul>	<i>for all the points mentioned above:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> avoids technical terms, if possible, or explains them to the patient when they are difficult to understand</li> </ul>	
<b>c) Trainee adapts the given information to the patient’s needs</b>		
Trainee <ul style="list-style-type: none"> <li><input type="checkbox"/> informs the patient according to his/her need for additional information</li> <li><input type="checkbox"/> informs the patient that he/she can obtain additional information at any time*</li> </ul>		
<b>d) Trainee encourages the patient to ask questions</b>		
Trainee <ul style="list-style-type: none"> <li><input type="checkbox"/> asks the patient whether he/she has questions and tells him/her that there is enough time for answering them</li> <li><input type="checkbox"/> lets the patient summarize the given information to make sure he/she understood him/her properly*</li> <li><input type="checkbox"/> gives information without using technical terms</li> </ul>		

**e) Trainee focuses on relevant topics in the physician-patient talk**

Trainee

- addresses only topics which are relevant for the ward round
- mentions a fixed time when physician and patient can have a longer conversation (e.g. about the next investigation)\*

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**2. Communication with the team and leadership skills**

Not applicable

Number of observed examples:

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**a) Trainee collects information from the team**

Trainee

- introduces the patient to the team (or lets a team member introduce the patient)
- asks the team members about their evaluation of the patient's current state of health and exchanges views with attendant physicians
- reads and interprets the nurse's or physician's documentation and discusses the gained information with the team members

**b) Trainee exchanges views with the team before and after the ward round/each patient**

Trainee

- provides all team members with the same information (e.g. explains necessary background information to the students so that they are able to follow the ward round)
- agrees with the attendant physicians who will lead the ward round in the patient's room and what should be discussed with the patient
- exchanges views with attendant team members before going into the patient's room
- exchanges views with attendant team members again after having seen the patient and having talked to him
- discusses the patient's level of information and the patient's need for information with the team

**c) Trainee assigns tasks**

Trainee

- assigns tasks that should be done at the present day to every team member
- makes sure whether the team members have carried out the tasks carefully which were assigned to them in the last ward rounds\*

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**3. Diagnostic analysis and therapy planning**

Not applicable

Number of observed examples:

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**a) Trainee constitutes medical patient data**

Trainee

- presents the file with the patient's laboratory findings to the team or shows the printed version of this document to the team members
- summarizes previous findings in the patient case for the whole team
- asks team members whether there are new investigation findings
- gathers additional information (e.g. in terms of previous medical reports) in case of inconclusive findings

**b) Trainee conducts a focused physical examination**

*when an additional physical examination is necessary:*

Trainee

- informs the patient about the examination (e.g. auscultation)

*when another physical examination is not necessary:*

Trainee

- informs the patient why another physical examination is not necessary (e.g. because nothing

- provides a comfortable situation during the examination (e.g. keeps the patient's privacy)
  - instructs the patient properly how to act during the examination (e.g. tells the patient to continue breathing)
  - asks the patient whether it hurts while being examined
  - provides the patient with information on findings from examinations
- has changed in the laboratory findings; the patient's condition has not changed)\*

**C) Trainee plans further treatment involving the patient in the decision-making process**

*when it is planned to continue the patient's treatment in the hospital:*

Trainee

- obtains the patient's informed consent before making a decision about the further treatment according to the patient's need

*when it is planned to discharge the patient from the hospital:*

Trainee

- decides whether or not a discharge from hospital is possible while including the patient

*optionally (depending on the patient case):*

- involves the legal guardian in the decision-making process when the patient cannot decide for him/herself any more\*
- makes sure that the patient will be cared for well at home if the patient cannot take care of himself\*

**d) Trainee documents the patients' medical condition, new finding, planned procedure**

Trainee

- takes notes of patient's medical conditions\*
- documents the findings from physical examination\*
- takes notes of the procedure planned for the following days
- documents reasons for the decisions he made (e.g. when the decision has been changed based on previous medical reports)\*
- writes down which tasks have to be carried out this day
- frames a case representation (SOAP-Note)\*

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<b>4. Empathy</b>	Not applicable <input type="checkbox"/>	Number of observed examples: <hr style="width: 20px; margin: 0 auto;"/>
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**a) Trainee recognizes the necessity of empathic acting in the physician-patient interaction**

Trainee

- asks the patient actively whether he/she has concerns and takes extra time for the patient in the physician-patient talk\*
- talks with the patient about positive emotions and shares these feelings with the whole team (e.g. the photo of one of the patient's relatives next to his/her bed which sustains the patient and makes him/her happy)\*
- keeps eye contact with the patient or/and proceeds to the same height as the patient (e.g. by sitting on a chair next to the patient's bed)
- shows appropriate body language towards the patient
- encourages the patient to satisfy the patient's fears before the upcoming procedure
- talks about his/her own feelings and the feelings of the whole team in front of the patient's room after having seen the patient during the ward round\*

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<b>5. Management of difficult situations and faults and leadership-skills</b>	Not applicable <input type="checkbox"/>	Number of observed examples: <hr style="width: 20px; margin: 0 auto;"/>
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**a) Trainee is able to deal with interruptions**

Trainee

- obtains information about the relevance of the interruptions and decides whether or not prompt action is necessary

**b) Trainee is able to deal with faults**

Trainee

- accepts hints of eventual faults and follows up these hints
- informs the patient about the occurrence of mistakes
- talks openly to the patient about the mistake that has been made
- informs the patient which consequences the mistake might bring along
- moderates the discussion to avoid faults in the future
- establishes the cause of the fault

**c) Trainee is able to deal with conflicts in the team or with the patient**

Trainee

- talks about the conflicts with all team members who were involved in the conflict (e.g. in front of the patient's room)
- appreciates all team members
- tells the patient that his/her person and his/her concerns will be taken seriously
- moderates the discussion about the conflict in a solution-oriented way is mindful of sticking to feedback rules

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**6. Organization competence**

Not applicable

Number of observed examples:

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**a) Trainee leads a well-structured ward round**

Trainee

- sets a time frame in which the ward round takes place and is mindful of staying in schedule (e.g. 9.00 to 11.00 o'clock every day)\*
- prepares the ward round by looking over all patients' files and possible new findings
- avoids interruptions (e.g. by turning off the cellphone, handing off the pager, briefing the team that interruptions are not allowed)\*
- follows a standardized procedure inside and outside the patients' room

**b) Trainee adapts duration of ward round to the patient and to events of the day**

Trainee

- answers all questions the patient poses when the patient has an increased need for information and when the events of the day allow the required additional time
- tells the whole team and patient that extra time is necessary (when the physician-patient talk takes up more time)\*

**c) Trainee utilizes adequate tools**

Trainee

- makes sure that someone takes notes of planned procedures at the present day
- focuses on shareable sources of information (e.g. notebook, patients' files etc.)

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**7. Professionalism**

Not applicable

Number of observed examples:

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**a) Trainee ensures reliable behaviour towards the ward round team and the patient**

Trainee

- is loyal and authentic towards the team and the patient and keeps promises he/she made
- informs the team or the patient in time if it is not possible for him/her to keep the promise\*
- acts collegially towards the team
- is on spot when the team or the patient needs help/support\*

**b) Trainee ensures a respectful physician-patient contact**

Trainee

- protects patient's privacy
  - respects the decisions the patient made
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- meets the patient eye to eye
- talks directly to the patient and not about the patient in the third person

<b>8. Self-management</b>	Not applicable <input type="checkbox"/>	Number of observed examples:
<p><b>a) Trainee acts when he/she reaches his professional and personal limits</b> Trainee</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognizes his/her professional or personal limits</li> <li><input type="checkbox"/> asks for support (e.g. by calling a more experienced colleague for help) when he/she reaches his/her professional limits</li> <li><input type="checkbox"/> asks team colleagues for help, when he/she has a conflict with the patient and reaches his personal limits</li> <li><input type="checkbox"/> admits when he/she does not know certain aspects and promises to provide the missing information to the patient once he/she has informed him/herself</li> </ul> <p><b>b) Trainee stays calm and behaves professionally in difficult situations</b> Trainee</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> stays calm in conflict situations and is still polite to the patient</li> <li><input type="checkbox"/> is able to end an argument with the patient even though a solution for the conflict cannot be found</li> <li><input type="checkbox"/> sympathizes with the patient's needs and anger but does not apologize for things he/she is not responsible for</li> <li><input type="checkbox"/> carries out tasks reliably and correctly even though he/she has to deal with a difficult situation</li> </ul>		
<b>9. Teaching and learning abilities</b>	Not applicable <input type="checkbox"/>	Number of observed examples:
<p><b>a) Trainee allows attendance of students and involves them in the ward round</b> Trainee</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> asks the patient for permission for students to attend the ward round and to be informed about his/her case (when the students attend the ward round for the first time)*</li> <li><input type="checkbox"/> involves the students in the ward round process and lets them overtake an active role during the ward round</li> <li><input type="checkbox"/> lets the students undertake a task in the ward round</li> <li><input type="checkbox"/> poses a question to the students and answers the students' questions</li> <li><input type="checkbox"/> provides feedback to the students</li> </ul> <p><b>b) Trainee discusses patient cases with students to transfer medical knowledge</b> Trainee</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lets students introduce the patient's case</li> <li><input type="checkbox"/> provides information on the patient case, encourages students to think about the case and dissolves the case afterwards (e.g. the final diagnosis, treatment plan etc.)</li> <li><input type="checkbox"/> lets the students summarize the information they gained during the discussion of the patient case at the present day</li> <li><input type="checkbox"/> asks the students whether they could achieve a learning goal*</li> <li><input type="checkbox"/> verbalizes his/her own reasoning to let the students participate in his/her thoughts</li> <li><input type="checkbox"/> discusses the patient's clinical symptoms, disorders and possible differential diagnosis with the students</li> <li><input type="checkbox"/> gives the students a chance to put the given feedback into practice*</li> <li><input type="checkbox"/> gives the students an instruction for research or preparation for the next time*</li> </ul>		