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Follow Up: Medical Rhetoric – Making the Case for Oral Presentations

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Follow Up: Medical Rhetoric – Making the Case for Oral Presentations

Rabia Qaiser MD & Patrick Fadden MD

Goal:

- Oral case presentation skill is fundamental in clinical communication
- This skill is first developed in medical school pre-clinical training
- Continued development is often by “Trial and Error” – often without a formal curriculum

Proposal:

- Development of a new curriculum designed to:
 - Acknowledge the importance of this skill development
 - Create a method in building this skill mindfully

Method:

- During orientation, medical students receive a didactic titled: “Oral Presentation – Decoding the Attending Feedback and More” – Featuring these points:
 - The Values of a “Good Oral Presentation”
 - Key components & expectations
 - Common pitfalls
- Peer-to-Peer Feedback:
 - Peer evaluation forms were distributed to teams during their VA clerkship rotation (Figure 1)
 - Forms were anonymous but were identified by “Student A or B” & Team Assignment
 - Three evaluations were expected weekly for a total of 6 per half rotation; 12 total per block
 - Evaluations were collected at the midpoint and at the end of the rotation
 - Scoring was numeric with a total of 30 points possible for evaluation
 - Never – 1; Rarely – 2; Sometimes – 3; Often – 4; Always – 5
- RIME Feedback
 - Academic attendings at the VA reviewed feedback methods adopting the RIME nomenclature to improve specific feedback on oral presentations to their students

Student – Student Evaluation Form
Oral Presentation
Team _____ Student (circle): A B

Date: _____

VA | U.S. Department of Veterans Affairs

Chief Complaint:

- Direct quote from patient or brief identifying statement that includes the patient’s age and complaint

Never Rarely Sometimes Often Always

Notes:

History of Present Illness:

- Chronologically organized
- Tells a clear story
- Includes pertinent positives and negatives that help distinguish among possible diagnoses
- Includes elements of past history (such as medications, family history, social history) that specifically contribute to the present illness

Never Rarely Sometimes Often Always

Notes:

Physical Examination:

- Includes abnormal findings and pertinent elements of physical examination
- Includes vital signs and general appearance

Never Rarely Sometimes Often Always

Notes:

Laboratory Data:

- Includes pertinent and/or significant laboratory results/studies
- Summary Statement
- Synthesizes the critical elements of case into 1 sentence
- Includes epidemiology (age, gender, ethnicity, race, predisposing conditions)
- Includes key features (symptoms, physical examination findings, laboratory data)

Never Rarely Sometimes Often Always

Notes:

Assessment:

- Uses semantic qualifiers
- Includes prioritized problem list
- Includes pertinent differential diagnosis for each problem
- Identifies most likely diagnosis (and why)
- Includes less likely diagnoses (and why)

Never Rarely Sometimes Often Always

Notes:

Plan:

- Organized by problem list
- Includes diagnostic plans
- Includes therapeutic plans

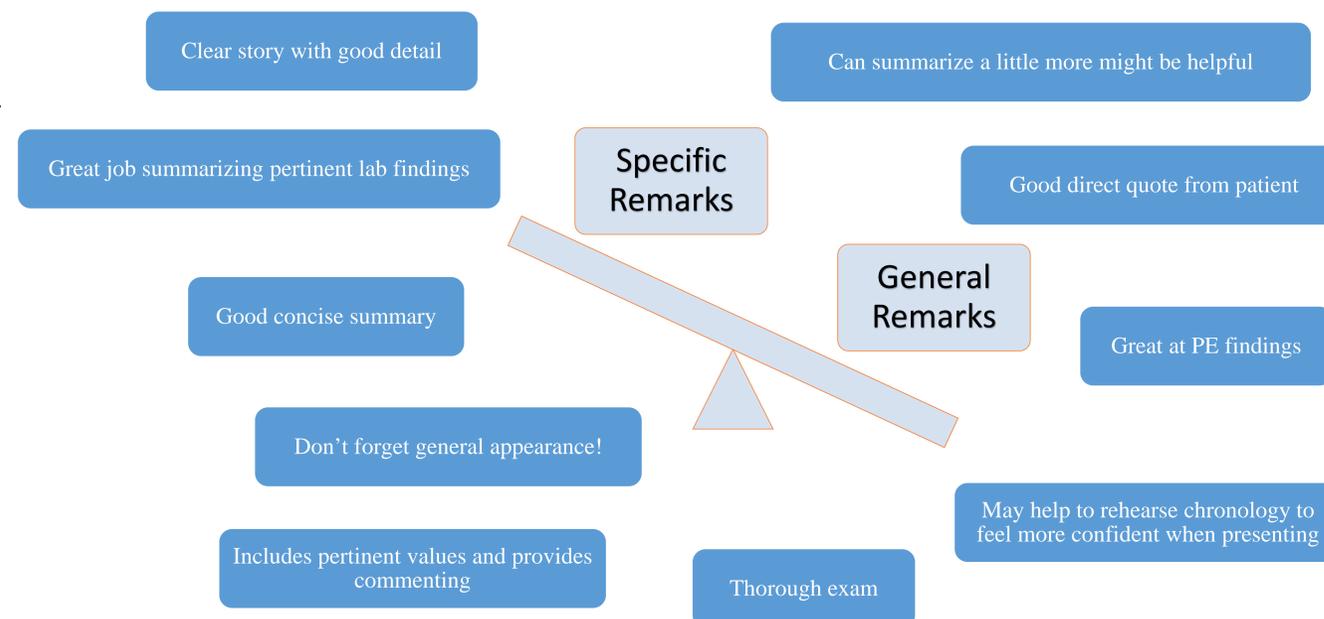
Never Rarely Sometimes Often Always

Notes:

(Figure 1)



Student Comments:



Results:



Discussion:

- Genesis for this project developed after VA academic attendings suggested students required further development on oral presentation skills
- Orientation presentation laid the groundwork well and was quickly adopted from the VA specific orientation to the main clerkship orientation
- Current peer-to-peer feedback data shows improvement in evaluation scores between collection blocks
- Improvement can not be completely linked to the start of this curriculum
- Strong emphasis on peer evaluations helped improve students’ self-awareness and promoted active reflection which may have helped in skill development

Follow Up:

- Reported feedback is non-specific and general – Further education on providing productive feedback may be warranted
- Peer evaluation sessions were not witnessed and some evaluation sets only had perfect scores calling into question their credibility
- Formalization of this reasonability may improve compliance and increase impact
- Students may benefit from a “de-briefing” at the end of their rotations to share any gained insights and experiences