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

<table>
<thead>
<tr>
<th>1. Communication with the patient</th>
<th>Not applicable</th>
<th>Number of observed examples:</th>
</tr>
</thead>
</table>

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

*when the trainee sees the patient for the first time:*

- □ introduces him/herself to the patient and explains his/her own function in the hospital (e.g. junior doctor)
- □ starts the communication with the patient by addressing a non-medical topic which might concern the patient (*“ice-breaker”*)
- □ poses open questions (which e.g. concern the patient’s condition and needs)
- □ takes the patient’s history
- □ encourages the patient to ask questions or to add any missing information

*when the trainee has already seen the patient several times:*

- □ starts the communication with the patient by addressing a non-medical topic which might concern the patient (*“ice-breaker”*)
- □ poses open questions (which e.g. concern the patient’s condition or needs)
- □ encourages the patient to ask questions or to add any missing information

**b) Trainee informs the patient about further treatment/discharge from hospital**

*when the patient’s treatment in the hospital continues:*

- □ gives reasons why the planned investigation/treatment is necessary
- □ informs the patient about the advantages/disadvantages/ adverse effects of the treatment and outlines possible alternatives
- □ informs the patient about the test results
- □ gives the patient an overview of the treatment plan (e.g. all upcoming investigations)
- □ explains the timeframe of the planned procedure

*when the patient will be discharged from the hospital:*

- □ gives reasons why the planned investigation/ treatment is necessary
- □ informs the patient about the discharge from hospital and explains a possible necessary follow-up treatment to the patient
- □ gives advice to the patient on how to behave after his/her discharge

*for all the points mentioned above:*

- □ avoids technical terms, if possible, or explains them to the patient when they are difficult to understand

**c) Trainee adapts the given information to the patient’s needs**

- □ informs the patient according to his/her need for additional information
- □ informs the patient that he/she can obtain additional information at any time*

**d) Trainee encourages the patient to ask questions**

- □ asks the patient whether he/she has questions and tells him/her that there is enough time for answering them
- □ lets the patient summarize the given information to make sure he/she understood him/her properly*
- □ gives information without using technical terms
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)*

<table>
<thead>
<tr>
<th>2. Communication with the team and leadership skills</th>
<th>Not applicable □</th>
<th>Number of observed examples: __________</th>
</tr>
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</table>

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*

<table>
<thead>
<tr>
<th>3. Diagnostic analysis and therapy planning</th>
<th>Not applicable □</th>
<th>Number of observed examples: __________</th>
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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
Box 2: Competence profile of basic clinical skills

- 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

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:
- 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:
- Decides whether or not a discharge from hospital is possible 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

- 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)*

4. Empathy

A) Trainee recognizes the necessity of empathic acting in the physician-patient interaction

- 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*

5. Management of difficult situations and faults and leadership-skills

Not applicable

Number of observed examples:
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

6. Organization competence

<table>
<thead>
<tr>
<th>Number of observed examples:</th>
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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.)

7. Professionalism

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<thead>
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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
8. **Self-management**

<table>
<thead>
<tr>
<th></th>
<th>Not applicable</th>
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<tbody>
<tr>
<td>a) <strong>Trainee acts when he/she reaches his professional and personal limits</strong></td>
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<tr>
<td>-</td>
<td>□ recognizes his/her professional or personal limits</td>
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<tr>
<td>-</td>
<td>□ asks for support (e.g. by calling a more experienced colleague for help) when he/she reaches his/her professional limits</td>
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<tr>
<td>-</td>
<td>□ asks team colleagues for help, when he/she has a conflict with the patient and reaches his personal limits</td>
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<td>-</td>
<td>□ 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</td>
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</tbody>
</table>

| b) **Trainee stays calm and behaves professionally in difficult situations** |   |  |
| - | □ stays calm in conflict situations and is still polite to the patient |   |  |
| - | □ is able to end an argument with the patient even though a solution for the conflict cannot be found |   |  |
| - | □ sympathizes with the patient's needs and anger but does not apologize for things he/she is not responsible for |   |  |
| - | □ carries out tasks reliably and correctly even though he/she has to deal with a difficult situation |   |  |

9. **Teaching and learning abilities**

<table>
<thead>
<tr>
<th></th>
<th>Not applicable</th>
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<tbody>
<tr>
<td>a) <strong>Trainee allows attendance of students and involves them in the ward round</strong></td>
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<tr>
<td>-</td>
<td>□ 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)*</td>
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<tr>
<td>-</td>
<td>□ involves the students in the ward round process and lets them overtake an active role during the ward round</td>
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<tr>
<td>-</td>
<td>□ lets the students undertake a task in the ward round</td>
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<tr>
<td>-</td>
<td>□ poses a question to the students and answers the students’ questions</td>
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<tr>
<td>-</td>
<td>□ provides feedback to the students</td>
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</tbody>
</table>

| b) **Trainee discusses patient cases with students to transfer medical knowledge** |   |  |
| - | □ lets students introduce the patient’s case |   |  |
| - | □ 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.) |   |  |
| - | □ lets the students summarize the information they gained during the discussion of the patient case at the present day |   |  |
| - | □ asks the students whether they could achieve a learning goal* |   |  |
| - | □ verbalizes his/her own reasoning to let the students participate in his/her thoughts |   |  |
| - | □ discusses the patient’s clinical symptoms, disorders and possible differential diagnosis with the students |   |  |
| - | □ gives the students a chance to put the given feedback into practice* |   |  |
| - | □ gives the students an instruction for research or preparation for the next time* |   |  |