

## 2019-05-09: Adventures in Observation and Feedback from the Pennsylvania ACGME Regional Course

The following links were shared during the chat:

- Examiner Effect on the Objective Structured Clinical Exam - A Study at Five Medical Schools <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-017-0908-1>
- The Creation of Standard-Setting Videos to Support Faculty Observations of Learner Performance and Entrustment Decisions <https://www.ncbi.nlm.nih.gov/pubmed/26266461>
- Patterns of Direct Observation and Their Impact During Residency: General Practice Supervisors' Views <https://www.ncbi.nlm.nih.gov/m/pubmed/30043397/>
- Guidelines: The Do's, Don'ts and Don't Knows of Direct Observation of Clinical Skills in Medical Education <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5630537/>
- Developing Team Cognition: A Role for Simulation <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510246/>
- Assessing Preceptor Use of Cognitive Apprenticeship: Is the Maastricht Clinical Teaching Questionnaire (MCTQ) a Useful Approach? <https://www.tandfonline.com/doi/abs/10.1080/10401334.2019.1604356>



**MedEd Chat** [@MedEdChat9 hours ago](#)

Welcome to the [#mededchat](#) (US) I am your moderator for the next hour [@alliance4clined](#) Shout out to [@myheroistrane](#) & crew for tonight's topic! [#meded](#)



**MedEd Chat** [@MedEdChat9 hours ago](#)

The [#mededchat](#) topic & questions will be announced in a moment...for now, please introduce yourselves [#meded](#)



**MedEd Chat** [@MedEdChat9 hours ago](#)

If you are tuning in to the [#mededchat](#), remember to use the [#mededchat](#) hashtag and try to answer with the Topic numbers (T1, T2, T3)



**Gary Beck Dallaghan** [@GLBDallaghan9 hours ago](#)

[@MedEdChat](#) Gary here in North Carolina [#mededchat](#)



**Jennifer K. Chen, MD FAAP** [@DrJenChen4kids9 hours ago](#)

[@MedEdChat](#) Hi, Jen Chen, [#tweetiatrician](#) in San Diego popping in and out depending on how busy it gets on call tonight! [#MedEdChat](#)



**MedEd Chat** [@MedEdChat9 hours ago](#)

We will assume that all of your tweets during [#mededchat](#) are your own during this hour unless otherwise stated [#meded](#)



**MedEd Chat** [@MedEdChat9 hours ago](#)

[@DrJenChen4kids](#) Glad you can join [#mededchat](#)



**MedEd Chat** [@MedEdChat9 hours ago](#)

T1 about to come up in a few moments [#meded](#) [#mededchat](#)



**Liza Henry McDonald** [@DocLHenry9 hours ago](#)

[@MedEdChat](#) Hey all, Liza from Chicago, oncology program director. Excited for my first [#mededchat](#)! May also be in/out. [#OncMedEd](#)



**MedEd Chat** [@MedEdChat9 hours ago](#)

TOPIC 1: What effect and role does a faculty's own clinical skills play in the assessment of learners? [#mededchat](#) [#meded](#)



**Kristina Dzara, PhD, MMSc** [@kristinadzara9 hours ago](#)

Hi [#mededchat](#), Kristina here to lurk a bit tonight. Feeling a bit like this right now!  
MT [@GLBDallaghan](#) [@hur2buzy](#) [@myheroistranehttps://t.co/ok9pp5GnG3](#)



**Kristina Dzara, PhD, MMSc** [@kristinadzara9 hours ago](#)

RT [@DocLHenry](#): [@MedEdChat](#) Hey all, Liza from Chicago, oncology program director. Excited for my first [#mededchat](#)! May also be in/out. [#OncM...](#)



**Kristina Dzara, PhD, MMSc** [@kristinadzara9 hours ago](#)

RT [@MayoFacDev](#): Join in on the [#MedEd](#) fun tonight at 9 PM Eastern/NYC to discuss [#observation](#) and [#feedback](#) on the [#MedEdChathttps://t.co/...](#)



**Gary Beck Dallaghan** [@GLBDallaghan9 hours ago](#)

[@MedEdChat](#) T1 Depending on the skill level, the assessment may be more critical or more lenient [#mededchat](#)



**Kristina Dzara, PhD, MMSc** [@kristinadzara9 hours ago](#)

RT [@MedEdChat](#): TOPIC 1: What effect and role does a faculty's own clinical skills play in the assessment of learners? [#mededchat](#) [#meded](#)



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational9 hours ago](#)

[@MedEdChat](#) T1. The faculty's own clinical skills play an important role in the assessment of learners. It could positively or negatively affect the assessment of learners in many ways. [#mededchat](#) [#meded](#) [#ABIM](#)



**Shellie Asher, MD** [@SAsherMD9 hours ago](#)

[@MedEdChat](#) T1: Faculty are more comfortable assessing skills where they themselves feel competent. Whether they actually are competent is another matter. Assessing faculty is a big gap in [#MedEd](#). [#MedEdChat](#)



**Dr. Meadow Maze Good, DO, FACOG** [@MeadowGood9 hours ago](#)

[@MedEdChat](#) [#mededchat](#) rocks! Meadow Good here from [@UFHealthJax](#) Urogynecology faculty teaching doctors to become awesome OB-gyns.



**Alliance4ClinEd** [@Alliance4ClinEd9 hours ago](#)

[@ImEducational](#) [@MedEdChat](#) T1 How so? Could you explain your thoughts? [#mededchat](#)



**Liza Henry McDonald** [@DocLHenry9 hours ago](#)

[@MedEdChat](#) I think most faculty focus on the skills they feel most proficient in. This may also bias the evaluation if the evaluator has a subjective view of what qualifies as proficient for the competency. [#mededchat](#)



**Alliance4ClinEd** [@Alliance4ClinEd8 hours ago](#)

[@DocLHenry](#) [@MedEdChat](#) Do you think if learners apply the skill but not precisely as the proficient faculty member that they may still evaluate negatively? [#mededchat](#)



**MedEdBot** [@MedEdBot8 hours ago](#)

RT [@MedEdChat](#): TOPIC 1: What effect and role does a faculty's own clinical skills play in the assessment of learners? [#mededchat](#) [#meded](#)



**Jennifer K. Chen, MD FAAP** [@DrJenChen4kids8 hours ago](#)

[@MedEdChat](#) If an attending isn't competent in the clinical skill (eg listening for a murmur or reading a XR), they probably can't be a good judge of learners' skills and may try to avoid assessing learners in that specific area. [#MedEdChat](#)



**Shellie Asher, MD** [@SAsherMD8 hours ago](#)

[@Alliance4ClinEd](#) [@DocLHenry](#) [@MedEdChat](#) Or as precisely as the faculty member recalls that they did at that level of training... need to make sure faculty are educated to the goals/objectives of current learners, not basing evals on their own experiences. [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

RT [@SAsherMD](#): [@Alliance4ClinEd](#) [@DocLHenry](#) [@MedEdChat](#) Or as precisely as the faculty member recalls that they did at that level of training....



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)

[@Alliance4ClinEd](#) [@MedEdChat](#) T1. Elaboration: If the faculty has poor interest in performing clinical exam, the learner could be discouraged to perform that especially if the faculty is their role model. But also can have an effect on how deep they learn, and on their evaluations! [#mededchat#meded](#) [#ABIM](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

RT [@ImEducational](#): [@Alliance4ClinEd](#) [@MedEdChat](#) T1. Elaboration: If the faculty has poor interest in performing clinical exam, the learner...



**Gary Beck Dallaghan** [@GLBDallaghan8 hours ago](#)

T1 This is an interesting article about examiner effect in an OSCE <https://t.co/Qu2zSz8WRT> [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

RT [@GLBDallaghan](#): T1 This is an interesting article about examiner effect in an OSCE <https://t.co/Qu2zSz8WRT> [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

TOPIC 2: How should direct observation guide supervision decisions of [#medstudents](#) and residents? [#MedEdChat](#) [#meded](#)



**Shellie Asher, MD** [@SAsherMD8 hours ago](#)

RT [@GLBDallaghan](#): T1 This is an interesting article about examiner effect in an OSCE <https://t.co/Qu2zSz8WRT> [#mededchat](#)



**Liza Henry McDonald** [@DocLHenry8 hours ago](#)

[@Alliance4ClinEd](#) [@MedEdChat](#) Possibly. But I think the bias could be either positive or negative. If a trainee performs in a style similar to the evaluator, this may lead to a positive review without helpful feedback for the learner. [#mededchat](#)



**John Lowry, Ph.D.** [@DrJohn58858 hours ago](#)

RT [@MedEdChat](#): Join us tonight at 9PM Eastern/NYC on [#MedEdChat](#) to discuss observation & feedback [#meded](#) [@acgme](#) [@JournalofGMEhttps://t.co/...](#)



**Gary Beck Dallaghan** [@GLBDallaghan8 hours ago](#)

[@MedEdChat](#) T2 Direct observation would be the only way of knowing if you can truly trust the learner....right? [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

RT [@DocLHenry](#): [@Alliance4ClinEd](#) [@MedEdChat](#) Possibly. But I think the bias could be either positive or negative. If a trainee performs in a...



**Alliance4ClinEd** [@Alliance4ClinEd8 hours ago](#)

RT [@DocLHenry](#): [@Alliance4ClinEd](#) [@MedEdChat](#) Possibly. But I think the bias could be either positive or negative. If a trainee performs in a...



**Jennifer K. Chen, MD FAAP** [@DrJenChen4kids8 hours ago](#)

[@MedEdChat](#) [#MedEdChat](#) T2 a story: I remember my first time suturing a lac in [#PedsEM](#) intern year (I had done a lot in med school). The attending watched me do the first 2-3 stitches, said "I

can tell you know what you're doing!" and left me to finish up, no problem



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)

[@MedEdChat](#) T2. Direct observation, to supervisors, means much more than gathering information for purposes of feedback and assessment. Planned DO sessions are an important routine during the initiation phase of a training relationship. [#mededchat](#) [#meded](#) [#ABIM](#) [#medstudents#Residents](#)



**Shellie Asher, MD** [@SAsherMD8 hours ago](#)

[@MedEdChat](#) T2 Need to have [#facdev](#) and/or structured criteria to determine progression from direct supervision to indirect to independent practice. [#mededchat](#)



**Alliance4ClinEd** [@Alliance4ClinEd8 hours ago](#)

T2 "One approach to enhancing the reliability and validity of these assessments is to create videos that establish performance standards to train faculty observers" <https://t.co/DSfU7CGDbC> [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

RT [@Alliance4ClinEd](#): T2 "One approach to enhancing the reliability and validity of these assessments is to create videos that establish per...



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)

[@MedEdChat](#) T2. Continued planned bidirectional DO sessions, although infrequently practised, potentially combine most benefits with least side-effects of DO. Ad hoc DO, although much relied upon, is often hampered by internal tensions in supervisors, residents or both. [#mededchat](#) [#meded](#)



**Shellie Asher, MD** [@SAsherMD8 hours ago](#)

[@GLBDallaghan](#) [@MedEdChat](#) Q: Can you trust someone else's direct obs? Or does every faculty member need to observe every EPA, procedure, etc.? And if not, how is the learner's competence communicated? [#mededchat](#)



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)

[@MedEdChat](#) T2. Resource of the answer above <https://t.co/xwPyJuLmMK> [#mededchat](#) [#meded](#) [#ABIM](#) [#medstudents](#) [#Residents](#)



**Jennifer K. Chen, MD FAAP** [@DrJenChen4kids8 hours ago](#)

[@MedEdChat](#) T2b: After 1-2 days watching them on rounds, I know which learners I can trust to do a lot on their own (including the senior) and which I need to double check myself (eg going back to examine kid in respiratory distress) [#MedEdChat](#)



**Gary Beck Dallaghan** [@GLBDallaghan8 hours ago](#)

[@ImEducational](#) [@MedEdChat](#) T2 How often are planned direct observation sessions done? It's often times the medical school has to initiate and require direct observation on clerkships. [#mededchat](#)



**Liza Henry McDonald** [@DocLHenry8 hours ago](#)

[@MedEdChat](#) This becomes interesting at the fellowship level, bc trainees are presumed to have a certain skill set before they start. There is an assumed level of independence that we are building upon. [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

RT [@ImEducational](#): [@MedEdChat](#) T2. Resource of the answer above <https://t.co/xwPyJuLmMK> [#mededchat](#) [#meded](#) [#ABIM](#) [#medstudents#Residents](#)



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)

[@GLBDallaghan](#) [@MedEdChat](#) T2. Totally agree Dr. Dallaghan It often has to be initiated before hand by the medical school. [#mededchat](#)



**Gary Beck Dallaghan** [@GLBDallaghan8 hours ago](#)

[@DocLHenry](#) [@MedEdChat](#) T2 When a new fellow starts do you feel you can implicitly trust the program from which that fellow graduated? Or do you feel a need to assess their skill set? [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

TOPIC 3: What is the proper frame of reference to judge a learner-patient encounter? [#MedEdChat](#) [#meded](#)



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)

[@MedEdChat](#) T3: High frequency, high quality direct observation of clinical skills can be challenging. These guidelines offer important evidence-based Do's and Don'ts that can help improve the frequency and quality of direct observation. [#mededchat](#) [#meded](#) [#ABIM](#)



**Alliance4ClinEd** [@Alliance4ClinEd8 hours ago](#)

[@MedEdChat](#) T3 The most proper frame is to consider where the learner is in his/her stage of training. [#mededchat](#)



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)

[@MedEdChat](#) T3. Improving direct observation requires focus not just on individual supervisors and their learners, but also on the organizations and cultures in which they work and train. [#mededchat](#) [#meded](#) [#ABIM](#)



**Liza Henry McDonald** [@DocLHenry8 hours ago](#)

[@GLBDallaghan](#) [@MedEdChat](#) T2 there's primarily trust. Because each class is small (4/yr) we try to suss this all out during recruiting. It usually becomes evident fairly early if someone is missing fundamentals. [#mededchat](#)



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)

[@MedEdChat](#) T3. Additional research to address the Don't Knows can help educators realize the full potential of direct observation in competency-based education.  
Resource: <https://t.co/4tEaYLzop1> [#mededchat](#) [#meded](#) [#ABIM](#)



**Jennifer K. Chen, MD FAAP** [@DrJenChen4kids8 hours ago](#)

[@MedEdChat](#) [#MedEdChat](#) T3: Depends on the learner and the situation...I try to compare both to where I expect the learner to be at that level of training AND what they should be able to do as a future attending (so they have a more concrete goal to work toward)



**Liza Henry McDonald** [@DocLHenry8 hours ago](#)

RT [@ImEducational](#): [@MedEdChat](#) T3. Additional research to address the Don't Knows can help educators realize the full potential of direct ob...



**MedEd Chat** [@MedEdChat8 hours ago](#)

RT [@ImEducational](#): [@MedEdChat](#) T3. Additional research to address the Don't Knows can help educators realize the full potential of direct ob...



**Alliance4ClinEd** [@Alliance4ClinEd8 hours ago](#)

RT [@ImEducational](#): [@MedEdChat](#) T3. Additional research to address the Don't Knows can help educators realize the full potential of direct ob...



**Shellie Asher, MD** [@SAsherMD8 hours ago](#)

RT [@ImEducational](#): [@MedEdChat](#) T3. Additional research to address the Don't Knows can help educators realize the full potential of direct ob...



**MedEd Chat** [@MedEdChat8 hours ago](#)

TOPIC 4: How can we help faculty develop shared mental representations/models of highly effective clinical skills? [#MedEdChat](#) [#meded](#) [#facdev](#)



**Gary Beck Dallaghan** [@GLBDallaghan8 hours ago](#)

[@DrJenChen4kids](#) [@MedEdChat](#) T3 What if it is unclear to you where the learner should be? What if it is a student who had to take a leave and joined in the middle of the year? Would you assume because of the time of year that this student should be more advanced? [#mededchat](#)



**Alliance4ClinEd** [@Alliance4ClinEd8 hours ago](#)

RT [@GLBDallaghan](#): [@DrJenChen4kids](#) [@MedEdChat](#) T3 What if it is unclear to you where the learner should be? What if it is a student who had t...



**ShereeseM, MS/MBA** [@ShereesePubHlth8 hours ago](#)

RT [@MedEdChat](#): TOPIC 4: How can we help faculty develop shared mental representations/models of highly effective clinical skills? [#MedEdCha...](#)



**Gary Beck Dallaghan** [@GLBDallaghan8 hours ago](#)

[@MedEdChat](#) T4 Rule of thumb for any evaluation or assessment is to train the evaluators. All too often faculty get handed an evaluation to complete on a learner with no training on the instrument. [#mededchat](#)



**Alliance4ClinEd** [@Alliance4ClinEd8 hours ago](#)

RT [@GLBDallaghan](#): [@MedEdChat](#) T4 Rule of thumb for any evaluation or assessment is to train the evaluators. All too often faculty get handed...



---

**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)  
[@MedEdChat](#) T4. Team cognition plays a critical role in team effectiveness and performance outcomes, yet is poorly studied in healthcare. [#MedEdChat](#) [#meded](#) [#ABIM](#)



---

**MedEd Chat** [@MedEdChat8 hours ago](#)  
RT [Abhay Dandekar @abhaydandekar](#) Replying to [@MedEdChat](#) T4: through a deep understanding (through many representations) of both the baseline expected outcomes and the pathways to achieve and exceed these. [#MedEdchat](#)



---

**MedEd Chat** [@MedEdChat8 hours ago](#)  
RT [@ImEducational: @MedEdChat](#) T4. Team cognition plays a critical role in team effectiveness and performance outcomes, yet is poorly studie...



---

**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)  
[@MedEdChat](#) T4. Simulation-based training provides experiential opportunities for development of team cognition that may build upon, or even replace, actual clinical experience. [#MedEdChat](#) [#meded](#) [#ABIM](#)



---

**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)  
[@MedEdChat](#) T4. Additionally, simulation-based training can address issues related to healthcare reliance on ad hoc team structures by providing opportunities to develop role-related TMM within individual team members. [#mededchat](#) [#meded](#) [#ABIM](#)



---

**Abhay Dandekar** [@abhaydandekar8 hours ago](#)  
[@GLBDallaghan](#) [@DrJenChen4kids](#) [@MedEdChat](#) Great point - I believe the answer is no- time should not be a factor when addressing outcomes as the observed skills may exist independent of the training time [@MedEdChat](#) [#MedEd](#) [#MedEdChat](#)



---

**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)  
[@MedEdChat](#) T4. As with any scientific endeavor, we recommend that clinicians, educators, simulation experts partner with experts in team science to develop robust approaches to simulation-based training that targets team cognition constructs.  
Resource: <https://t.co/YdV5nRSdiM> [#mededchat](#)



---

**Jennifer K. Chen, MD FAAP** [@DrJenChen4kids8 hours ago](#)  
[@GLBDallaghan](#) [@MedEdChat](#) At the beginning of service, I ask how much peds experience the learner has. We have family med residents rotating year-round so April might be their first time on inpatient peds since MS3 year! [#MedEdChat](#)



---

**MedEd Chat** [@MedEdChat8 hours ago](#)  
RT [@ImEducational: @MedEdChat](#) T4. As with any scientific endeavor, we recommend that clinicians, educators, simulation experts partner with...





**Shellie Asher, MD** [@SAsherMD8 hours ago](#)

[@abhaydandekar](#) [@GLBDallaghan](#) [@DrJenChen4kids](#) [@MedEdChat](#) In which case [#meded](#) would have to be truly competency-based... not “can you do this in X number of years,” but “this is what you need to do to move to the next level, regardless of how much time it takes.” [#mededchat](#)



**Liza Henry McDonald** [@DocLHenry8 hours ago](#)

[@ImEducational](#) [@MedEdChat](#) T4 Do others on here provide opportunities for faculty to periodically train on same simulators as the trainees? [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

We have about 5 more minutes left in our discussion. Please feel free to give some final thoughts [#meded](#) [#mededchat](#)



**Jennifer K. Chen, MD FAAP** [@DrJenChen4kids8 hours ago](#)

[@GLBDallaghan](#) [@MedEdChat](#) Maybe it would be helpful for faculty to view videos of good” vs “bad” learner performance and have to score it just as they might when observing an OSCE or patient encounter - it’s hard to do in real time! [#MedEdChat](#) T4



**Abhay Dandekar** [@abhaydandekar8 hours ago](#)

[@DrJenChen4kids](#) [@GLBDallaghan](#) [@MedEdChat](#) So important to understand context and staging of the learner’s foundation [#MedEdChat#MedEd](#)



**Gary Beck Dallaghan** [@GLBDallaghan8 hours ago](#)

T4 This article just came out in [@TLMedEd](#) <https://t.co/VD8BsJaZCm> [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

RT [@GLBDallaghan](#): T4 This article just came out in [@TLMedEd](#) <https://t.co/VD8BsJaZCm> [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

RT [@DrJenChen4kids](#): [@GLBDallaghan](#) [@MedEdChat](#) Maybe it would be helpful for faculty to view videos of good” vs “bad” learner performance...



**BEST Study Group, Internal Medicine (BSGIM) Boards** [@ImEducational8 hours ago](#)

[@MedEdChat](#) [#Thanks](#) so very much to all who contribute to [#MedEd](#) and [#mededchat](#) to bring in and discuss what we need to discuss to make better doctors! [#ABIM](#) [#Doctoring](#) [#Doctors](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

Join us again next week at 9 pm Thursday. Don't forget to suggest topics by DM or email [#meded](#) [#mededchat](#)



**MedEd Chat** [@MedEdChat8 hours ago](#)

That's a wrap...I will post the [#mededchat](#) transcript tomorrow morning on <https://t.co/mJivoK9NyX> on the Resources page. Thanks everyone for participating! [#meded](#)



**MedEdBot** [@MedEdBot7 hours ago](#)

RT [@MedEdChat](#): Join us again next week at 9 pm Thursday. Don't forget to suggest topics by DM or email [#meded](#) [#mededchat](#)



**MedEdBot** [@MedEdBot7 hours ago](#)

RT [@MedEdChat](#): That's a wrap...I will post the [#mededchat](#) transcript tomorrow morning on <https://t.co/mJivoK9NyX> on the Resources page. Tha...



**Teresa Hartman** [@thartman2u7 hours ago](#)

RT [@MedEdChat](#): That's a wrap...I will post the [#mededchat](#) transcript tomorrow morning on <https://t.co/mJivoK9NyX> on the Resources page. Tha...



**Teresa Hartman** [@thartman2u7 hours ago](#)

RT [@GLBDallaghan](#): T4 This article just came out in [@TLMedEd](#) <https://t.co/VD8BsJaZCm> [#mededchat](#)



**Teresa Hartman** [@thartman2u7 hours ago](#)

RT [@GLBDallaghan](#): T1 This is an interesting article about examiner effect in an OSCE <https://t.co/Qu2zSz8WRT> [#mededchat](#)



**Miranda Huffman, MD, MEd** [@mirandahuffman7 hours ago](#)

[@MedEdChat](#) T4: Missed the chat tonight, but want to add the point that we need continued research on what highly effective clinical skills are. Can't rely on expert opinion alone. [#MedEdChat](#)



**Miranda Huffman, MD, MEd** [@mirandahuffman7 hours ago](#)

[@MedEdChat](#) T1: would also ask if a faculty is not skilled in this area, is it really worth teaching and assessing? If you can successfully doctor without it? [#MedEdChat](#)



**David Lee Scher, MD** [@dlschermd7 hours ago](#)

[@MGastorf](#) [@DrGRuralMD](#) Better to sometimes recognize that something isn't right than to wait till you know exactly what it is. This is a skill that needs taught. [#MedEdChat](#)



**Joelle Donofrio, DO** [@PEMEMS6 hours ago](#)

RT [@DrJenChen4kids](#): [@MedEdChat](#) If an attending isn't competent in the clinical skill (eg listening for a murmur or reading a XR), they prob...



**المرزوقي سمير هاشم** [@almarzouki783 hours ago](#)

RT [@Alliance4ClinEd](#): T2 "One approach to enhancing the reliability and validity of these assessments is to create videos that establish per..."



**Mona Al AISheikh** [@MonaAISheikh2 hours ago](#)

RT [@Alliance4ClinEd](#): T2 "One approach to enhancing the reliability and validity of these assessments is to create videos that establish per..."



**TheSpeakingScalpel** [@DrSaurav5an hour ago](#)

मैं suture नहीं काट सकता तेरा phone क्या काटता Rant of a first year surgery resident [#surgery](#) [#MedEdChat](#) [#thespeakingscqlpel](#)