



## Workshop: Patient Assessment

Objectives	Resources
<ol style="list-style-type: none"> <li>1. Learn fundamental concepts related to patient assessment, including history taking, physical assessment, and differential diagnosis.</li> <li>2. Become familiar with common models of history taking and the various steps involved.</li> <li>3. Gain initial exposure to techniques included in physical assessment, differential diagnosis, and prescription writing.</li> <li>4. Apply knowledge through hands-on activities, tasking students with diagnosing mock patients.</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Science Kit_Patient Assessment_Worksheet</a></li> <li>• <a href="#">Chest Pain - OSCE history taking for Medic...</a></li> </ul>

Activities	
Warm-Up / Introduction	<ol style="list-style-type: none"> <li>1. Icebreaker</li> <li>2. Discuss the basics of patient assessment.               <ol style="list-style-type: none"> <li>a. What Patient Assessment is</li> <li>b. Why Patient Assessment is Important</li> </ol> </li> </ol>
History Taking	<ol style="list-style-type: none"> <li>1. Present order of history taking and provide general overview of the process.</li> <li>2. Describe the chief complaint and offer examples.</li> <li>3. Explain history of present illness, ensuring students understand its importance.               <ol style="list-style-type: none"> <li>a. Overview SOCRATES acronym</li> </ol> </li> <li>4. Discuss next steps in patient diagnosis including past medical history, family history, etc.</li> <li>5. Conclude the section by showing students video from Drs Manual to enable them to better comprehend the process of history taking.</li> </ol>
Physical Assessment	<ol style="list-style-type: none"> <li>1. Review four techniques for physical assessment utilized by medical practitioners.               <ol style="list-style-type: none"> <li>a. Inspection                   <ol style="list-style-type: none"> <li>i. Describe the process of inspection.</li> </ol> </li> <li>b. Palpation                   <ol style="list-style-type: none"> <li>i. Provide descriptions of palpation and show images.</li> </ol> </li> <li>c. Percussion                   <ol style="list-style-type: none"> <li>i. Demonstrate percussion using images and examples.</li> </ol> </li> </ol> </li> </ol>



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	<ul style="list-style-type: none"> <li>d. Auscultation           <ul style="list-style-type: none"> <li>i. Discuss auscultation and the parts of a stethoscope.</li> </ul> </li> </ul>
Mock Interview (if applicable)	<ol style="list-style-type: none"> <li>1. Have students write down three questions that they will be prepared to ask the panelists.           <ul style="list-style-type: none"> <li>a. Will delve into how to compile a strong response in the breakout rooms</li> </ul> </li> <li>2. Students in breakout rooms will act as the "interviewer" and conduct a mock interview for the panelists.           <ul style="list-style-type: none"> <li>a. Panelist will break down the different components of his / her answer using what was discussed in the presentation. (Feel free to pepper in some of your own STEM experiences!)</li> <li>b. After five minutes, the panelists will be rotated to a different breakout group.</li> </ul> </li> <li>3. If the student(s) is / are comfortable, switch roles and repeat!</li> </ol>

Evaluation	Reflection
<ol style="list-style-type: none"> <li>1. Provide a hypothetical interview scenario ("Putting It All Together"), and prompt students to draft up anonymous responses (optional: use <a href="#">Padlet</a> to collect responses).</li> </ol>	<ol style="list-style-type: none"> <li>1. How prepared do you feel about conducting an interview?</li> <li>2. What else do you want to practice or learn for future interviews?</li> </ol>