Teaching and Learning on Ward Rounds

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RCOG

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Teaching on Ward Rounds

Remember:
During a ward round
• Seniors think they teach a lot of the time
• Juniors think they are taught for a small amount
Who Teaches?

• Consultants
• Registrars
• SHOs
• Foundation Drs
• Nurses
• Pharmacist
• Physio
• Dietician
• AHPs

• Colleagues
• ‘The person one grade above’
• Parents
• Patients
• Family
• Leader of ward round
• ‘Everyone’
What Is Taught? - 1

• How to take a history
• How to examine
  – Eliciting physical signs
• ‘How to do it’
  – ‘How not to do it’
• Ordering tests
• Interpreting test results
• Problem analysis
• Use of best evidence

• Communication skills
• How to explain illness
• Defensible documentation
• What to prescribe
• How to prescribe
• Dealing with upset
• Personal approach
What Is Taught? - 2

• Role modelling
• Organisation
  – Planning ahead
• Time management
• Prioritisation
  – Ill patients
  – Patient’s problems
• Ethics
• Privacy
• Dignity
• Respect for patients
• Equality
• Diversity
• Integrity
• Honesty
## Factors Affecting Teaching

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
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<tbody>
<tr>
<td>• Quiet environment</td>
<td>• Destructive criticism</td>
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<tr>
<td>• Enthusiastic teacher</td>
<td>• Time constraints</td>
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<tr>
<td>• Small group size</td>
<td>• Pressure of work</td>
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<tr>
<td>• Similar group knowledge</td>
<td>• Ward chaos</td>
</tr>
<tr>
<td>• Variety of patients</td>
<td>• Large group size</td>
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<tr>
<td>• Variety of patients</td>
<td>• Incomprehensible teaching</td>
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<tr>
<td>• Visual reinforcement</td>
<td>• Poor group dynamic</td>
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<tr>
<td>• Patient cooperation</td>
<td>• Different seniorities</td>
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<tr>
<td>• Discussion after</td>
<td>• Multi-professional team</td>
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<tr>
<td>• Interactive</td>
<td>• Very sick patient</td>
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</tbody>
</table>
A Good Teaching Session

- Good teacher
- Stimulating interaction
- Keeping all involved
- Enjoyable experience
- Time-limited
- Relevant clinical material
  - Common problem
  - Uncommon problem, important general points
- Learning objectives
- Visual reinforcement
- Dialogue
- Approachable teacher
- Makes you think
- Positive reinforcement
- Summarised learning points
- Feedback
Better Learning on Ward Rounds

- Knowledge of patient
  - Preparation
  - Read notes
- Listen
- Plan learning
  - Common problems
- Note learning points
- Look up condition later
- Review next day
- Self-audit

- Foster team spirit
- Open learning environment
- Make a contribution
- Find appropriate level
- Variety
- Enjoy your work
- Work-life balance
  - Come to work fit
- GSOH
Learning Tips

• Try to consciously learn something each round
• Learn Before/During/After the round
  – Be self-directed
  – Don’t waste a moment- use every opportunity
• Record learning points during/after
  – 5 minutes
• Make reflective notes during/after
  – 5 minutes
• Use technology
  – Load to e-portfolio later
Active Learning

- Ask questions
- Note questions to research later
  - By discussion
  - By IT/bookwork
- Spot ways to do things better
  - History/examination/tests/practical procedures
- Audit own performance against the ideal
  - E.g. breaking bad news
‘Passing the Time’ - 1

Front of ward round
• What can I note about this child by observation?
• What do the charts tell us about the child?
• Are drug doses correct?
• Are fluid prescriptions correct?
• Are child’s behaviours and interactions ok?
‘Passing the Time’ - 2

Back of ward round

• What is the developmental level of this child?
  – From 4 domains
• Is drip rate correct?
• How is communication with parents going?
• Have you anything to add?
• If consultant had to step out, how would you take over?
Other Top Tips

• How else have you learnt on or from ward rounds?
  – Grand rounds
  – Trainees leading ward rounds

• How else could you learn from ward rounds?
  – Observe another’s
  – Video, etc
Make Your Ward Round Better - 1

• Learn from feedback
• Ask juniors for feedback on your teaching
• Use Pendleton Rules
  – Say what went well in your ward round
  – Ask trainees what went well in your ward round
  – Say what you could have done better
  – Ask trainees what you could have done better
  – (Treat answers constructively)
Make Your Ward Round Better - 2

- Ask a colleague to observe you
- Ask a coach to join you
  - Set objectives for session
  - Discuss feedback
  - Arrange follow-up visit
- Make a video of your ward teaching
Make Juniors’ Ward Round Better

• Observe ward round
  – Set objectives
• Give juniors feedback
• Use Pendleton Rules
  – Ask trainee what went well in their ward round
  – Say what went well in the ward round
  – Ask trainee what they could have done better
  – Say what Dr could have done better
  – (Treat answers constructively)
3-Minute Round-Up

- Q & A slot at end
- Any Q to ward round leader
- If answer not known/not sufficient
  - Questioner to look up
  - Present at next handover - in 1 minute
  - ‘Educational prescription’ (Sackett)
End of Ward Round?

• ‘Let’s visit Dr Brown’s Office’
  – A.k.a. fluid balance management facility, etc
  – (Complies with ‘The New Deal’ and EWTR)
• Schedule this refreshment break
  – End of ward round
  – Before jobs done
• Get as many Drs as possible
• Discussion about ward round
  – Other narratives with learning points