

# Teaching and Learning on Ward Rounds

Dr Alistair Thomson

RCOG

4<sup>TH</sup> October 2011

# 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

## Positive

- Quiet environment
- Enthusiastic teacher
- Small group size
- Similar group knowledge
- Variety of patients
- Visual reinforcement
- Patient cooperation
- Discussion after
- Interactive

## Negative

- Destructive criticism
- Time constraints
- Pressure of work
- Ward chaos
- Large group size
- Incomprehensible teaching
- Poor group dynamic
- Different seniorities
- Multi-professional team
- Very sick patient

# 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