

An Alternative Teaching Session For Senior Medical Students On Clinical Placements

Dr Lina Murray, Dr Eilidh Simpson

Introduction

Virtual Ward Round is a session format that aims to introduce core ward tasks and documentation in a safe, supportive setting, with opportunity to independently attempt tasks and receive structured feedback, thus providing experience and building confidence to enable them to perform these tasks in a ward environment.

Session format

Weekly 2hr session for 6-9 students, run by one faciltiator.

Students work in pairs/threes, with each group given a “patient folder” containing ward round entry, NEWS chart

Paperwork eg kardex is laminated and students are provided with dry-wipe pens to fill out prescriptions etc.

Students are given 30 minutes to independently attempt to action the plan for their patient from the ward round note. Students then present patient to the group as SBAR, and explain their plan.

Learning is consolidated by going through each case on powerpoint, with discussion of student plans and thought process.

Example prescriptions are shown, and student's attempts checked.

Current cases cover opiate titration, anti-emetic and fluid prescription, and review of escalated patient. They are deliberately kept straightforward to reflect daily FY responsibilities rather than specialist knowledge, making them relevant and approachable for students.

Background

Medical students have a varied experience of teaching on clinical placements, highly dependent on ward staffing and clinical workload, opportunities and presentations arising on the ward, and student's own confidence, experience and therefore proactivity and willingness to attempt tasks. This can result in variability in graduate knowledge and confidence, resulting in inequitable healthcare provision.

This session improves equity in training by providing all students with the same learning opportunities, promoting a consistently high level of knowledge and confidence in graduates who can then provide an equal standard of care.

I really enjoyed the practical aspect before going through the powerpoint. It was great practice for what we will be doing as FYs

I found this session incredibly helpful. The individual cases provided great practice of what we will be expected to do as FY1 doctors. I found practicing sbar and filling out drug charts and fluid prescription extremely helpful.

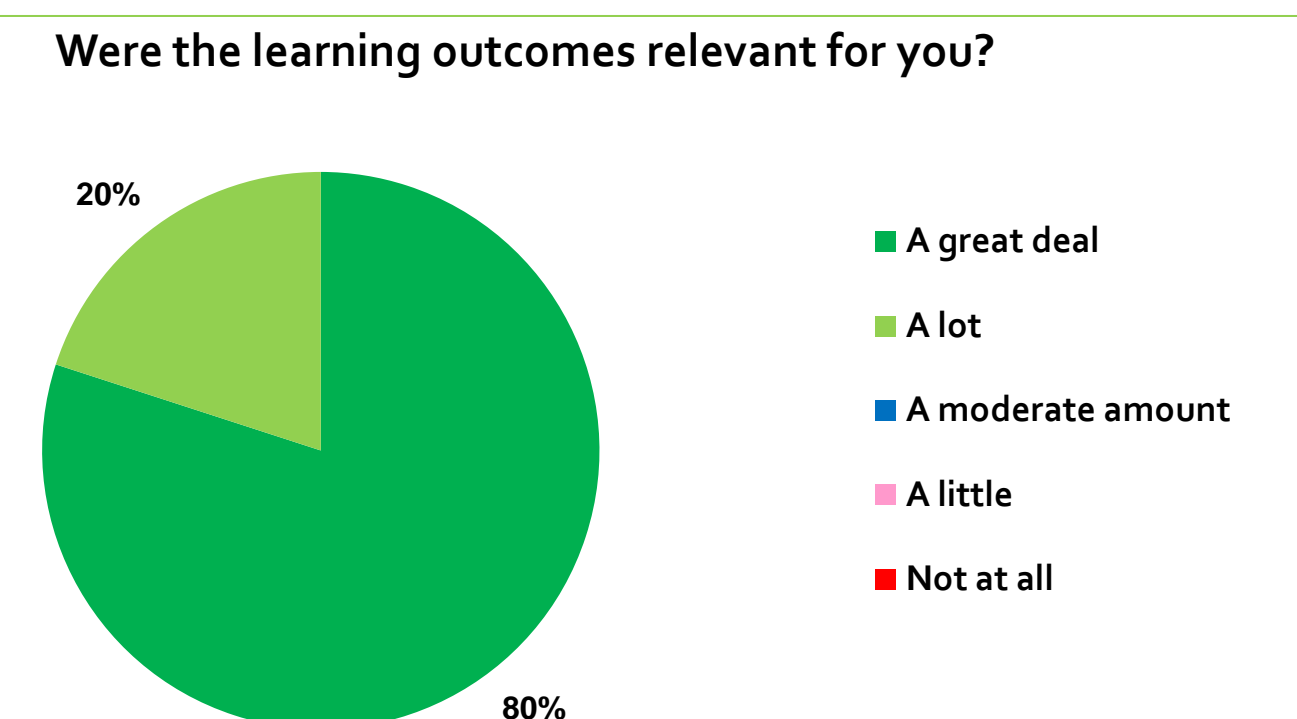
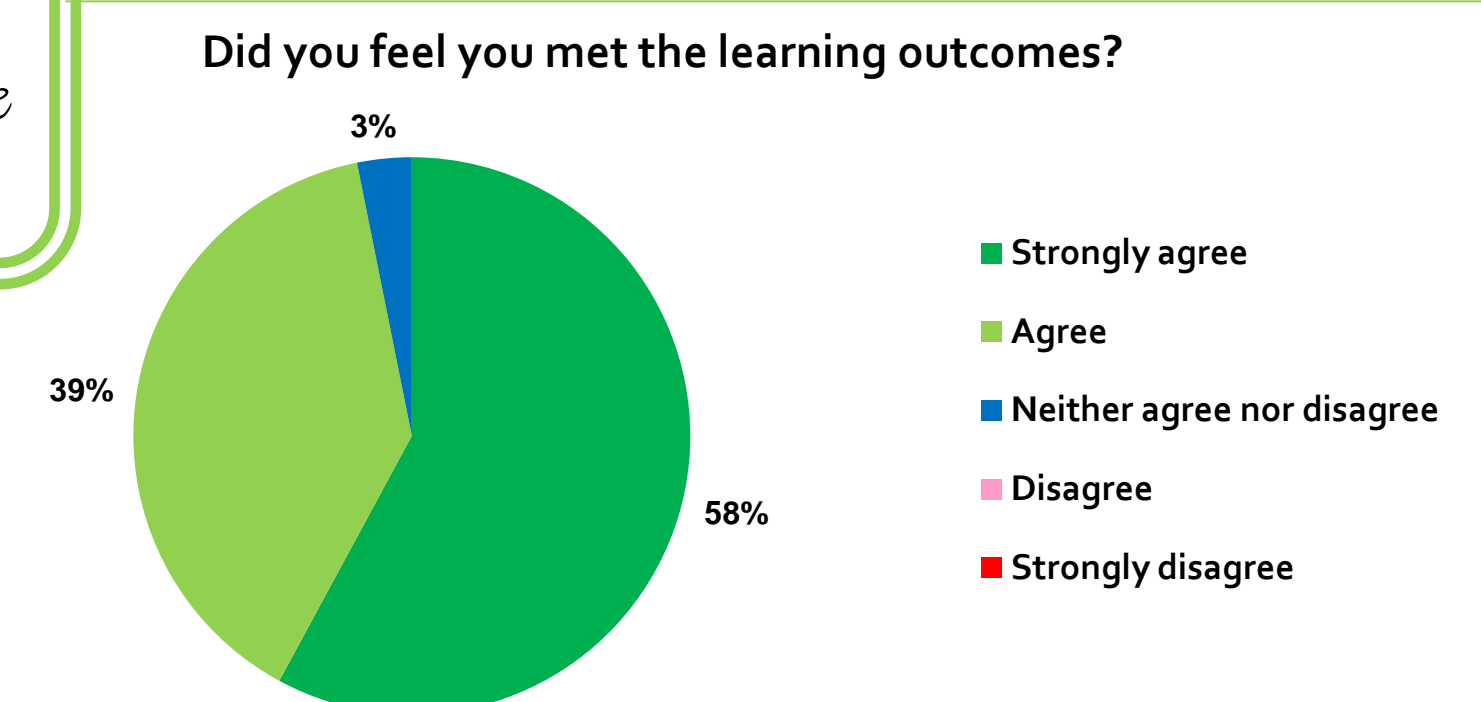


Fig. 1
Top 100 words mentioned in
response to “What did you
find most useful?”

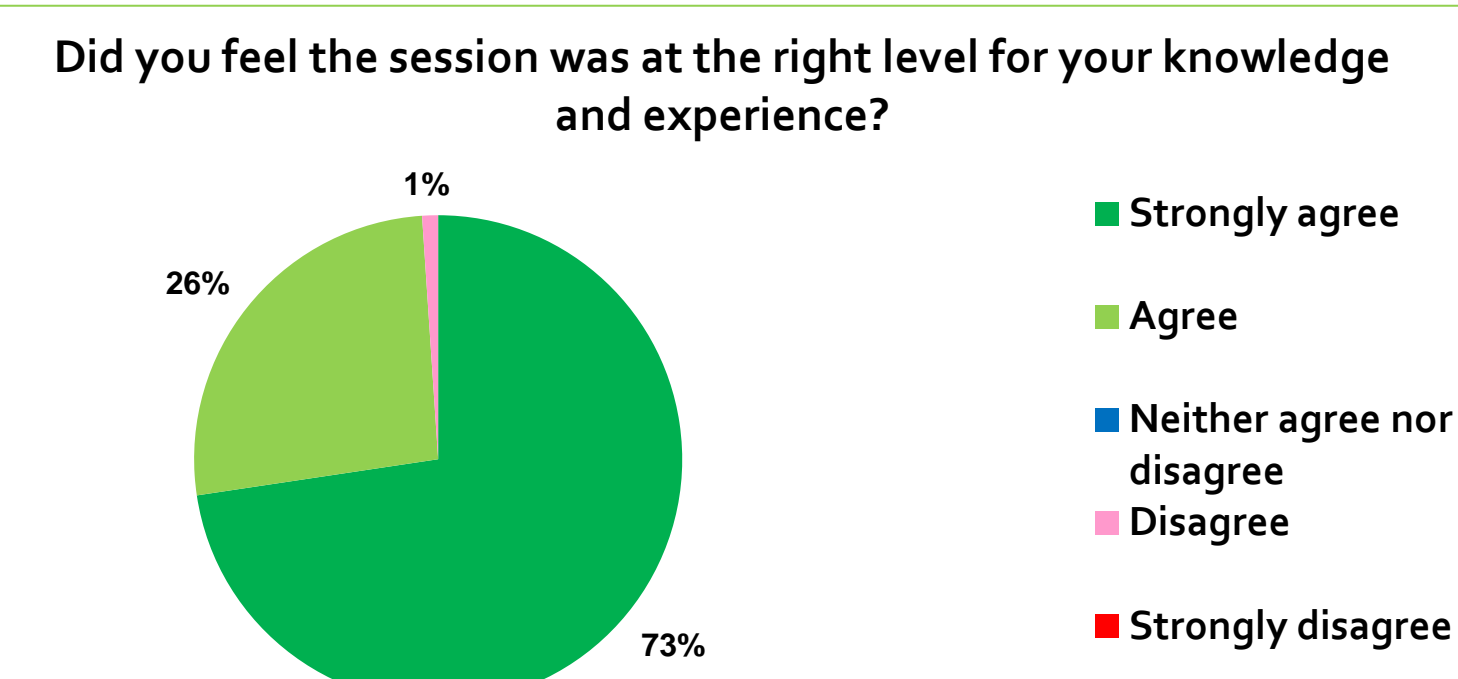
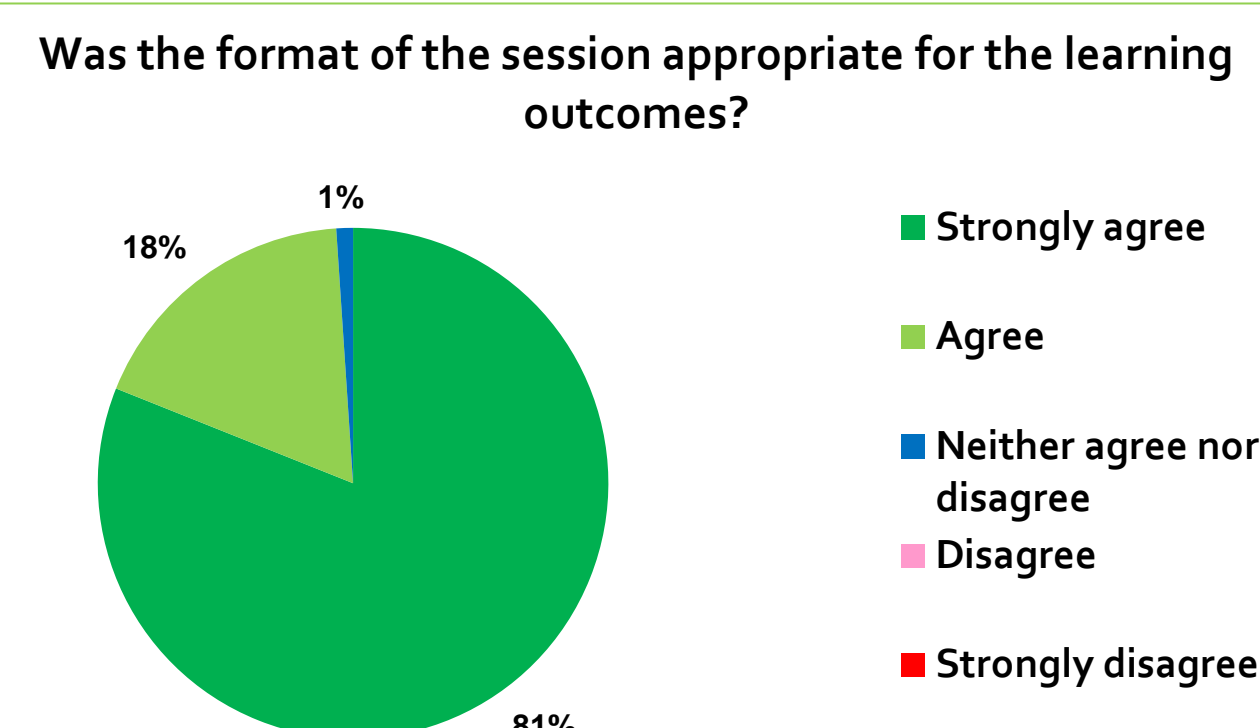
Really great way to get us to think about how we would handle clinical scenarios.

Feedback

95 anonymized responses across 6 months of sessions

Assessed:

- Format
- Learning Outcomes
- Student take-home points and suggested changes (free text)



Conclusion

- Students find this format effective and engaging
- The session is at the right level for them to attempt the prescribing and clinical problem solving independently, and they value the opportunity to do so.
- The cases are felt to be realistic, and the tasks relevant to their future practice
- While this format requires an initial layout of time and resources to make the patient folders, it requires minimal staff and equipment to run thereafter.

Wider adoption

- Easily tailored to daily tasks and common presentations in any department
- Cover other paperwork elements
- Include attempting requests/referrals