

Intro

Medical students in Tayside attend the Emergency Department (ED) in Ninewells Hospital for 'Observation shifts' during their final two years. There is considerable variation in the student experience during these shifts. Guidance can help students maximise this valuable learning opportunity.

Methods

Students and consultants worked together to create posters for each area of the department. The students were encouraged to be curious and were provided with prompts to guide focus. Each poster had ideas framed around the patient and the clinician and a final focus specific to the area. An interactive schematic of the department was also available via their on-line learning platform, and the Observation Prompt posters were accessed by clicking on each area.

Yr 4 Medical Student

Active Observation

STREAM 1

Yr 5 Medical Student

Welcome to your Active Observation Shift.
Move around each area of the department. Be curious and please use the prompts below to guide your focus and maximise your learning opportunities during your time in the department.

Patient:
Think about the patient's reason for attendance. Consider:

- the nature and history of the problem
- the patient's concerns and expectations

Clinician:
How does the clinician structure their history taking; how does this compare to other areas of the department?

Why are the questions that they are asking relevant?

How do the patient and clinician reach a shared understanding of the problem and agree an outcome?

Have we applied patient centred care and the principles of realistic medicine?

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Yr 4 Medical Student

Active Observation

STREAM 2

Yr 5 Medical Student

Welcome to your Active Observation Shift.
Move around each area of the department. Be curious and please use the prompts below to guide your focus and maximise your learning opportunities during your time in the department.

Clinician:
How does the clinician gather and filter all the important and relevant information for each patient?

How does the clinician structure their history taking; how does this compare to other areas of the department?

What is the purpose of the 'Senior Review'?

Multidisciplinary Working:
Observe how the members of the team interact with each other and how they contribute to the patient journey?

How does the team maintain situational awareness and why is this crucial in this area of the department?

Have we applied patient centred care and the principles of realistic medicine?

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Yr 4 Medical Student

Active Observation

RESUS

Yr 5 Medical Student

Welcome to your Active Observation Shift.
Move around each area of the department. Be curious and please use the prompts below to guide your focus and maximise your learning opportunities during your time in the department.

Patient:
Why is this patient a priority?

Clinician:
How does the structure of the patient assessment (history, examination, investigations, treatment) in resus differ compared to other areas in the department? And why?

Handover:
Think about the multiple handovers in this area:

- Scottish Ambulance Service to clinical team
- Nurse to clinician
- Clinician to senior clinician
- Clinician to specialty

Could you identify a clear structure to the handover (e.g. SBAR)? Do you think it was helpful?

What were the positives and negatives of this handover? (Consider any omitted information, changing stories, biases, expected outcome from people involved, etc.)

Was the patient or relative involved in the handover? Did this, or would this, add value to the handover?

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Results

Feedback was obtained from focus groups of students and direct discussions with the ED multidisciplinary team. The students found the posters easy and quick to read and helped them settle and feel focused from the start of their shift. They appreciated the guidance and felt they had structure which had been previously lacking.

Most of the students were unaware of the online resource and had not accessed this prior to the session. When students are asked to observe practice, they can go in a variety of directions and have different outcomes. The students only have a limited time in the ED and often feel that they are in the way or don't want to 'bother' busy clinicians. The posters encourage ownership of their learning, provide areas for reflection and to prompt richer discussions with the ED team.

Conclusion

Co-production of these posters was an essential in creating a useful resource. The posters have provided student and clinician with a shared goal and outcomes however they would be more beneficial if accessed prior to the session and used to plan the shift.