

Ward-round handbooks to facilitate medical students' legitimate practice on the wards

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Background Methods WARD ROUND **Exercises** History taking **EXERCISE BOOK** based on Students are part Examination of a Community of different Investigations areas of Practice (CoP) Management ward round during their placement³ **Different** Two descriptive **Students often** Two encouraging types of perceive the ward We designed a questions reflection round as a passive ward-round experience, and feel handbook to link at the periphery of curricular the CoP² requirements to the learning from ward-rounds **Feedback** QR Code

References:

- 1. Nikendei C, Kraus B, Schrauth M, Briem S, Jünger J. 2008. Ward rounds: how prepared are future doctors? Med Teach. 30:88-91.
- 2. Lave J, Wenger E. Situated learning: Legitimate peripheral participation. Cambridge University Press, 1991.
- 3. Wenger E. Communities of practice: Learning, meaning and identity. Cambridge: Cambridge University Press, 1998.

Results

- The ward-round handbooks were distributed to a group of eight year 4 medical students starting their regional placement.
- Students' **engagement** with the exercise proved **challenging**.
- Informal feedback provided insights into how to encourage the students to complete the task.
- Suggested improvements:
 - Reduce the size of the handbook to fit scrubs pockets
 - Promote clinicians' awareness of existence of ward round advanced organisers.

Learning Points and Take Home Messages

- The ward-round handbook is a helpful tool to enhance active learning for medical students.
- The exercises are designed to encourage the students to focus on different elements of the ward round.
- The questions stimulate both critical thinking and reflection.
- The handbook **legitimises** the participation of students on the ward round, and motivates them to ask for **feedback** from clinicians.
- We plan to embed the handbook at a regional level and evaluate its use in a larger cohort.