

STIC for Consultants

S

Set the agenda

What needs to be achieved? (eg. service, education, trainee's needs)

Are there time limitations? (eg. meetings, patient load)

What can they expect? (eg. to take turns to lead, to get feedback)

"So today we will/will not..."

"Is there anything in particular you would like to cover today...?"

Set team roles (overall or patient-by-patient)

- Who leads? Who examines? Who takes notes?
- "House-keeping" (medications, fluids, contingency plans)

If students are present providing a role give them a sense of purpose

- A role eg) writes notes/on patient board/review vital signs or
- Intentional modelling (*"Today I want you to watch.../to listen to how we..."*)

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Target teaching

- Target teaching to learner needs. Time is wasted teaching learners what they already know, or teaching "over their heads".
- Have in your hands some effective teaching strategies
 - One Minute Preceptor – to elicit reasoning
 - Active observation – to make expertise visible
 - Effective questioning – to identify then build on knowledge

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Inspect and reflect

Identify opportunities to reflect on clinical encounters (communication, decision-making, rapport) or encourage reflection and feedback.

- *"How do you think that went...?"*
- *"That was a difficult conversation, how did it feel...?"*
- *"Talk me through what you did..."*

C

Close

The clinical

Close the round and individual patient encounters

- Pause to check understanding
 - team understanding about patients and plans
 - patient understanding
- Seek clarification

Close the learning

Be explicit about learning either during patient encounters or at the end of the round – label the learning

- *"The key for this patient is..."*
- *"The most important thing for me today was..."*
- *"There are three things..."*