

## STIC for Students

### S

#### Set the agenda – Seek to understand it

What does the team manage the ward round?

- How are they setting priorities?
- What are the competing demands?
  - Answering pages, time available, sicker patients, those ready for discharge...their own learning, teaching!
- What is expected of you?
- Will anything interrupt your presence on the round? If so, let someone know.

#### Set team roles – Seek to understand them

What roles do different team members have?

- Who leads the patient encounter? Who examines? Who takes notes?
- What “house-keeping” is done?
  - Review of medications, fluids, contingency plans eg. if IV falls out.

Roles you may discuss with the team about taking

- Be an active observer (**see Inspect and Reflect**)
- Take on the responsibility to follow-up and report back on one patient
- Write ward round notes/on the patient communication board
- Plot growth parameters in patient record
- Order pathology/radiology to be countersigned by your supervising clinician.

## T

### Target your learning

The team will teach you when they can, but you need to take charge of your own learning.

Use each case to focus your own learning.

- If the condition is new, look it up
- If the case is a common presentation, how does it compare to other cases you have seen? Why might there be a difference?
- For undifferentiated problems, list the differentials and discuss with each other what you think is most likely and why.

Share what you have learnt with your peers.

- No one will see every condition first hand during their rotation.
- Could you give your peers a short summary of what you saw or learnt?
  - *"I saw a patient with XX...what I learnt was..."*
  - *"XX is...It is caused by...It presents with a history of...Examination findings include...Diagnosis is made by....Management includes..."*

## I

### Inspect and reflect

Observe and actively reflect on clinical encounters and interactions. Choose one or two things to focus on each round.

#### Clinical

- Is the child well or unwell? What information are you using to decide?
- What clinical signs can you see from the end of the bed?
- What monitoring is the child on? Why?
- How are decisions about fluid, antibiotics, etc made? Do you understand them?

#### Communication

- How are conditions or plans explained to families?
- Would you be able to provide a similar explanation for a common condition such as fever, febrile convulsions, asthma or bronchiolitis?

#### The child and the family

- How does the team introduce themselves to the child and family?
- How does the team engage children of different ages?
- What are the children doing at different ages?



## C

### Seek **Closure**

Ward rounds and patient encounters end in different ways depending on work load and time.

Things to consider:

- Do you want to clarify anything? (if time allows)
- What did you learn from the round? (knowledge, skills, clinical decisions, communication, management)
- Where does this fit in to what you already know?
- What will you do to address gaps or consolidate the learning?

### **Clerk patients**

The ward round is not everything.

Nothing replaces the understanding you get from clerking patients yourself.

Organise to go back after the round to see a patient.