

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.