

STIC for Training Doctors

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Set the agenda/expectations

Be clear about what needs to be achieved and the time available (eg. service, education, your training eg mini CEX)

"Today we need to..." "If possible, I would like to..."

Set team roles

Be clear about roles for the overall round, or patient-by-patient.

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

Allocate students a role give them a sense of purpose:

- Writes notes/on patient board
- **Intentional modelling** (*"Today I want you to watch.../to listen to how we..."*)

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Target teaching

When teaching others identify learning opportunities targeted to the level of your learner. Have some strategies you can use for teaching. The following are some examples:

- **One Minute Preceptor** – eliciting reasoning
- **Active observation** – making expertise visible
- **Effective questioning** – building on clinical knowledge

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Inspect and reflect

Reflect on clinical encounters with the team (communication, decision-making, rapport, clinical uncertainty)

- *"I noticed..." "I was wondering why..." "What would you do if..."*

Seek brief feedback on your own performance

- *"Could you suggest anything I should have done differently?"*

Time will not allow this for every patient but if you do one of these most days your learning will accumulate over time.

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Close

The clinical

There should be a clear ending to a round. How this happens depends on work load and needs. Areas to reflect on include;

- Do I need to clarify any patient issues or plans?
- Am I clear about my responsibilities?

The learning

- What did I learn from the round?
- Have I identified any learning gaps and how will I address them?
- If you are given a task to follow up on at the end of a round, be proactive about feeding back to the group when it is done.