

Optimising learning in the outpatient clinic

Students can use the STICC model to target their learning in outpatients.

Before the clinic

Seek to understand the agenda:

- Consider the role of the clinic and the types of patients that will come. Knowledge of the common conditions likely to be seen will make your time more rewarding.
- Think about what you would **like to get out of your time in the clinic**.

During clinic

Seek a role – if not told, ask; *what would you like me to do?*

Possible student roles in clinic include taking a history from new patients referred to the clinic, performing targeted examinations, measuring and plotting growth parameters and checking vital signs.

Target your learning

- Review the referral letter, consider how you would approach the case.
- If the case is undifferentiated, think or ask about the possible differentials
- If the child has signs ask to examine them.
- If they child does not have signs, ask to examine them for your experience examining children of different ages.
- If there is a treatment to teach to a family or child try and give the explanation.

Inspect and reflect

- How is information conveyed to families?
- How is information conveyed to other clinicians?
- How is the consultation structured?
- How does the clinician interact with children of different ages?
- Do you understand the purpose of investigations ordered or the child's next review?
- How does outpatient management differ from what you have seen in ED or the ward?

After the clinic

Close your learning

- What did you learn?
- Do you need to clarify anything?
- Did the clinic highlight any gaps in your knowledge or skill?