

Impact of Daily Clinical Ward Rounds of Surgery Patients on Surgery Learning Of UG Students

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Abstract: Medical curriculum which includes ward teaching in admitted patients, clinical ward round is most important part of knowing patients progress in the ward . Clinical rounds include some standard components and it plays an effective role in student's learning process. In this study 26 students were included. Questionnaires were given at the end of one month. In conclusion, in understudied clinical rounds, there has been more emphasis on history taking, clinical examination, diagnosis subjects and issues like: accountability, health economy, patient's nutrition, non-drug treatments and medical legal issues are less considered in the studies rounds.

Keywords: Clinical rounds, Content of the round, Grand round, Perceived benefit rate.

I. Introduction :

A medical student's ability to perform a good clinical examination has been recognized as a priority for medical education⁽¹⁾ Clinical teaching in the presence of the patient is called "clinical round", provide a unique and valuable opportunity to integrate knowledge and skills by medical students having indirect benefit by patient. This method can improve the communication skills, history taking, medical examinations, medical ethics, and practical skills and strengthen the professionalism in medical learners. In clinical rounds, learning is possible in a real situation and allows students to strengthen their emotional and humanistic relationships. In such situations students not only listen but use their senses, like sight, smell and touch⁽¹⁾ So, clinical teaching round is a core activity during which doctors and medical students interact with the patients, synthesize required information and make many decisions. Students like this method because, it is a patient- centred approach and includes many of points, which are appropriate for their future profession. Clinical rounds as an effective method, has found its position in teaching of the professional competencies particular in medical ethics issues. This method, keeps the doctor up to date, improve their practical changes and also improve disease outcomes. The content of clinical round, may be a series of medical topics such as: history taking, clinical interview, physical examination, data analysis and synthesis, clinical reasoning, critical thinking ways, the ways to increase student's confidence, communication, rational administration of drugs, judgments, time management, the ways of respect to the patients, patient education, monitoring and evaluation of disease, consultation etc. Therefore, clinical rounds according to their content have an important role empowerment of the clerks, interns and residents competencies (3). Clinical teaching rounds are very important in the student's training and they are effective for strengthening the communication skills, procedural skills, patient management, analysis and interpretation of the laboratory findings, ethical issues, professionalism and other educational needs for the doctors. All these issues can form the content of clinical teaching rounds. This study has been done to determine the clinical teaching in ward rounds and also to determine the benefit rate of the learners from the contents and its associated factors.

II. Materials And Methods

This is an analytical study carried out in the Department of surgery MGM's medical college UG student surgery clinical posting. Total 26 students were included in this study. Weekly one day wards rounds were taken with UG students of all the patients admitted in surgical ward, Students were involved in discussion including practical and theoretical aspects of the particular disease. All the following points were discussed during rounds like clinical presentation including history, signs and symptoms, examination, investigation, diagnosis and treatment. Also impact of disease on patient's psychological and economical condition was discussed. Each student was assessed by giving him any particular task during ward rounds. Students were actively involved in discussion during every stage of clinical ward rounds.

Questionnaire Design and Analysis:

- a) Have you actively participated in this type of teaching? Yes/No
- b) Have you understood entire disease process including theory and clinical management Yes/No
- c) Which method is best Case presentation/ ward rounds

- d) Is this method helpful in answering and scoring in theory exams? Yes/No
- e) Do you feel this method of teaching will make practical examination easy? Yes/No
- f) Do you think teachers are actively participating in teaching by this method? Yes/No
- g) Have you developed interest in surgery subject with this type of teaching? Yes/No
- h) Can you learn skills of communications by this method by observing teachers? Yes/No
- i) Do you think this method of teaching should be included in curriculum? Yes/No
- j) Any other suggestions?

The exclusion criteria included: Incomplete responses to questionnaires. For adherence to ethical issues, following points were observed. A) Questionnaires were complete anonymously. B) The information was kept confidential. C) Questionnaires were distributed, among the volunteer learners. D) To prevent interference to daily educational activities in the ward, necessary permission of HOD department of General Surgery was taken before employing the study. The questions were given at the end of one month. The respondents were given enough time to reflect on the questions.

III. Results

In this study, 26 students posted in general surgery clinical posting were included. All the students had completed the questionnaires. All the 26 students said they have actively participated in ward rounds. They also understood the entire disease process as compared to reading or case presentation alone. Twenty students preferred this type of activity as compared to routine case presentation. All the students feel that they can write theory better than by recollecting clinical teaching aspect of theory and practical. All the participated students feel confident in scoring in practical examination by this method of teaching. 23 out of 26 students feel that teacher is actively participating in teaching as compared to case presentation. Most of the students developed interest in surgery subject with this type of teaching. They don't feel the burden of the surgery clinical posting. 20 out of 26 students understood the skill of communication with patients by observing the teacher during ward rounds. Majority of students feel the need for such type of teaching method to be included in curriculum.

Most of the students suggested some additional methods of teaching with audio-visual aid to be included in curriculum of MBBS.

IV. Discussion

In this study the topics included were : communication skills, history taking, physical examination, medical records, interpretation of tests, analysis of clinical findings, clinical judgment, diagnosis, clinical decision making, rational drug prescribing, non drug treatments, patient care, nutrition, social accountability, professional ethics, legal issues, health economics and medical procedures. Overall according to learners view points, all the above mentioned subjects were considered in clinical rounds and the highest benefit rate was associated to the diagnosis and differential diagnosis of patients and the lowest one has been related to subjects of legislation.

The situation of educational subjects and the benefit rates of the learners about each subjects were as below: About communication skills, as we know, the medical graduates should be able to communicate effectively with colleagues, patients and their relatives. In addition, he or she must be able to show their competence in all the areas of oral, written, electronic or telephone communication^(4,5). Clinical rounds provide appropriate conditions for practice of communication skills with patients and their family for medical students. Muething et al⁽⁶⁾. In their study have stated that the Family-Centred Bedside Rounds(FCBR) are effective in augmentation of clinical decision making and communication skills . Although in our study specifically we have not addressed the issue of the rounds in the presence of the family members. Therefore, it is suggested that,first,this issue be considered in subsequent studies, second, faculties, corporate informed patient's family members in clinical rounds, so that in addition to teaching communication skills to students, they also help to their socialization. Some competence such as: such as history taking clinical examination, and medical records of patients included: writing daily progressing notes, medical commands and writing the summery of the cases, counselling and completing the referral sheet for the patients, all are the needed skills for medical students^(4,5) that can form the content of training. Gonzalo et al⁽⁷⁾, in their study, have mentioned 6 themes of clinical rounds as follows a) Learner's skill development b) Observation and receiving feedback c)role modelling d) Training team forming e) improving patient care f) and promoting the patient centred culture for medical students, clinical experience is the most desirable way for learning the needed skills. In this learning process, they solve the patient problems in cooperation with themselves, and this is more satisfying for them compared with the other training methods⁽²⁾.

Other necessary basic skills for medical students , was diagnostic reasoning and the ability to select appropriate diagnostic tests for the patients. Steiger et al⁽⁸⁾. In their study introduced a type of the grand round, entitled diagnostic grand round (DGR). In this type of round it was taught to the students, selection of appropriate diagnostic tests and interpreting the results. According o these researchers views, holding this type

of round is a successful way for improvement of student's clinical reasoning skill. In our studied clinical rounds, in addition to emphasis only on diagnostic skills, we emphasized on various clinical skills including diagnostic tests. In this study, the situation of patient's nutrition education was not desirable in the rounds, special team as Nutrition Support Team is responsible for nutrition of hospitalized patient's nutritional programmes. Some topics such as social accountability, medico-legal issues related to diagnosis and treatment, there should be more emphasis on some subjects such as: health economy, patient's nutrition, non-drug treatments and medico-legal issues. Inadequate preparation of students for clinical practice.

The development and implementation of vertically and horizontally integrated curriculum and the emphasis on self directed student learning- also have the potential to impact substantially on the delivery of clinical teaching. Dolmans et al⁽⁹⁾. Demonstrated the key importance of supervision (defined in terms of the degree to which students receive constructive and supportive feedback that enables them to redirect their learning towards areas of deficiency) in determining the effectiveness of clinical rotations⁽⁸⁾. Other concerns were directed at the quality of students, particularly in terms of their knowledge of basic sciences and ability to self-direct learning. Few, however, appeared to recognize the challenges facing students unfamiliar with the hospital as a learning environment and in particular, how factors that impact adversely on the delivery of teaching might also impact on learners.

Overcoming The Barriers To Effective Teaching

Suggestions for overcoming barriers to effective teaching included: Clinics especially for the teaching of undergraduates, providing students with a better grounding in surgical anatomy prior to seeing patients, and improving facilities in the outpatient department for student teaching.

It was suggested that students should gain confidence in examination by first examining each other: this also helps them to find out what "normal" is. It was felt that a booklet outlining exactly how students should approach examination of each case, would be useful, along with the increased use of videos and CD ROM's designed particularly for the use of medical students around the time of their final exams.

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