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Systematic Review: Variations on the Traditional Ward Round, Techniques Used and Educational Benefit

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Introduction: A significant proportion of junior doctors' and medical students' days are spent on the WR, but the perceived learning gained from this is low. The 'traditional' WR, where the consultant leads a team of junior doctors, who play a largely passive role, is not effective for training. With a reduction in working hours, training from daily activities should be maximised to ensure educational benefit. The aim of the systematic review is to investigate whether alternative WR formats are superior to traditional formats at delivering training for junior doctors and medical students, in terms of perceived and actual educational benefit.

Method: A systematic review was conducted according to the guidelines defined in the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) statement. Pubmed and Medline were searched up to December 2020 with a search strategy using the Medical Subject Headings (MeSH) terms 'education', 'teach', 'learn' and 'ward round'. Articles were included if they assessed variations to the traditional WR, for trainees and medical students, in terms of educational impact.

Results: 1796 articles were screened, 31 were included. Study types included randomised control trials (6), prospective cohort studies (23), reports (1), letters to editors (1), and cross-sectional studies (1). Interventions compared included checklists (7), trainee led (4), feedback (6), supervision (2), near-peer teaching (3), structured discussion (2), multidisciplinary (4), family-centred (1), robotics (1), and mentorship (1).

Conclusion: Offering additional training, on top of an unchanged WR format, is not a viable solution in a system with already limited time available for learning. Variations to the traditional WR should be considered for implementation with the aim of improving the educational impact for team members.

Biography

Dr. Rebecca Stoner is a distinguished clinician and researcher affiliated with the Chelsea and Westminster NHS Trust in the UK. With a profound commitment to advancing healthcare, Dr. Stoner has contributed significantly to medical practice and research, particularly in her areas of expertise within clinical medicine. She has earned a reputation for her meticulous approach to patient care, collaborative leadership, and dedication to integrating the latest advancements into practice to enhance patient outcomes. Throughout her career, Dr. Stoner has been actively involved in both hospital-based initiatives and academic research, positioning her as a respected figure within her institution and the broader medical community. Her work continues to impact patient care and influence healthcare practices at Chelsea and Westminster NHS Trust and beyond

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