CanMeds Characteristics of Final Year Students’ On-ward Activities and Team-Integration: A Prospective Longitudinal Study

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Introduction
Facilitating clinical practical experience in patient treatment and management, and integration in ward teams, is a core responsibility of final year medical education. While final year students make a significant socio-economic contribution with their clinical occupation and have a significant share in the integration of pre-final year medical students on ward, several studies indicate that workplace learning during final year education shows severe deficits in a dedicated on-ward education, with a lack of structure, integration, supervision, and personal feedback. However, as far as we are aware, there is not much known about the students’ on-ward activities.

Main Results
- **Participants characteristics:**
  - Age: M = 26.43 (SD=2.37); Gender: female 73%, male 27%.
  - Semester: M = 11.43 (SD=2.9); PHQ-D: M = 2.72 (SD = 3.4).
- **Level of integration:**
  - The mean level of external assessments was higher than the self-assessment both in the 2nd and 6th week and positively correlated (w2: r = 0.18; w6: r = 0.35). The students rated themselves as being more integrated in the 6th week than in the 2nd (p < 0.001). However, the external view didn’t show significant changes at the different points of measurement.

- **On-ward activities:**
  - There were 3498 recorded single activities with an overall duration of 2287.5 hours. The analysis showed 62 different kinds of activities. Most activities were performed independently (78 %) and without supervision (17.9 %). Only 10 % of the activities were performed for the first time and, if independently performed and supervised, rated significantly more relevant and difficult.

Conclusion
The present study shows that the perceived level of integration rises over the time as the students get more versed in their daily-routine. But even though most of their activities are daily-routine, the students experienced the on-ward work relevant for their clinical practice. As shown before there is a lack of supervision. Efforts should be made to introduce the students to more complex activities, i.e. ward-rounds or case management.

Literature

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