

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.

Methods

N = 34 Final year students were asked to record their 5-days on-ward activities of their 2nd and 6th week of the trimester at the University of Heidelberg Medical Hospital.

Furthermore, they noted the properties of each activity: duration (minutes), mode (independent vs. observed), relevance for later practice (7-point-Likert scale: irrelevant – very relevant), difficulty-level (7-point-Likert scale: very easy – very hard) and whether they were supervised (cat.: performed with or without supervision).

The students as well as the other team-members evaluated the level of integration using a questionnaire to assess the personal team-integration (12 items, 7-point-Likert scale).

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).

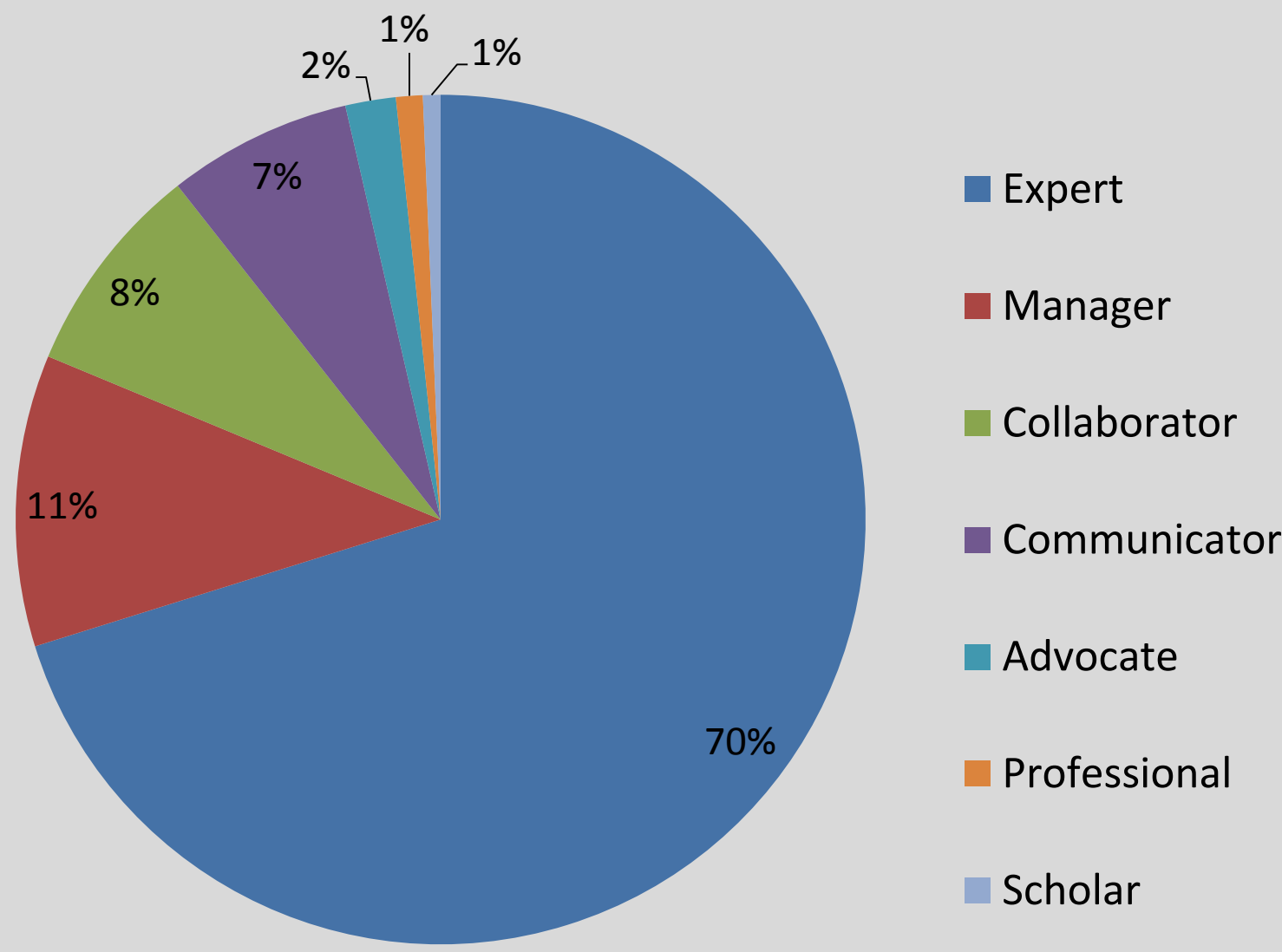
• Level of integration:

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.

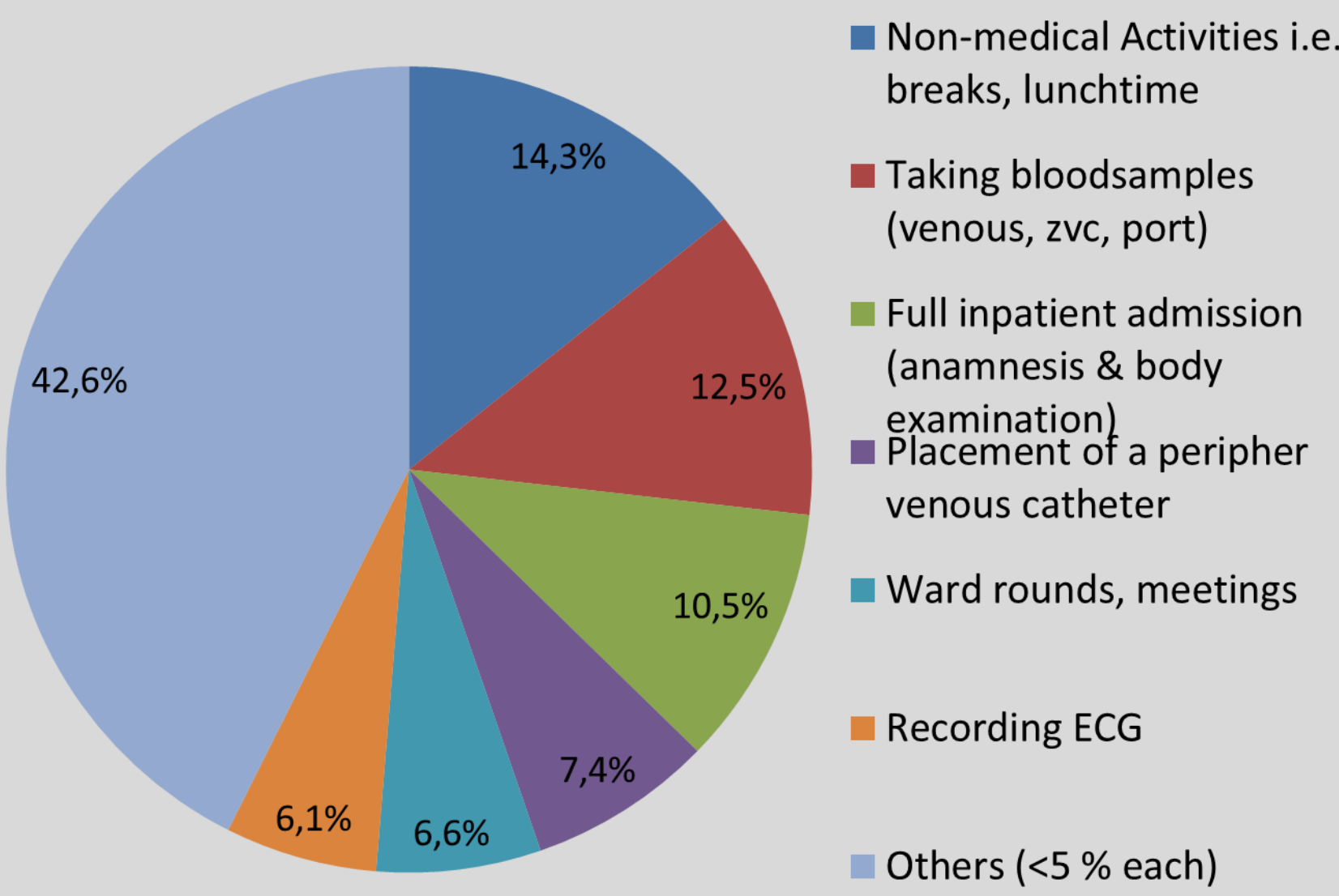
• On-ward activities:

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 very first time and, if independently performed and supervised, rated significantly more relevant and difficult.

CanMeds-Role Profile



Activities



On-ward team Integration	Overall	Week 2	Week 8	Sig.
subjective	3,43	4,3	4,76	p<.03*
doctors’ view	5,76	5,77	5,76	p<.95

Properties of Activity	Relevance (Mean (SD))	Difficulty (Mean (SD))
Independently performed	4,85 (1,77)	3,07 (1,24)
Supervision	5,77 (1,46)	3,70 (1,2)
Newly acquired & independently performed	5,31 (1,6)	3,83 (1,24)

Properties of activity	Overall	Week 2	Week 6
Independently performed	80,5 %	78 %	83 %
Supervision	21,5 %	23 %	20 %
Newly acquired	8 %	10,9 %	5,2 %

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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