Work Rounds • Group Teaching

Learning objective: At the end of this session, participating residents will be able to lead inpatient work rounds, incorporating teaching appropriate to each learner’s level of training.

1. **Small-group teaching**
   - Small-group teaching may include **inpatient rounds** (work rounds, morning report) or **other small-group settings** (problem-based learning sessions, ambulatory rounds, other groups).
   - A distinguishing challenge of small-group teaching is that the teacher must facilitate learning for **multiple learners at once**. These learners may be from different training levels or from different disciplines.
   - Even when an attending physician is present, the senior resident can still take a leadership role during rounds.

2. **The “LMNOPQRST” approach to work rounds / group teaching**

   **Learners**
   - Who are all your learners for this small-group discussion?
• Help create a **positive learning climate** by ensuring that everyone in the group knows each member’s name, discipline and training level.

**Microskills**
• As always, teach through questioning. The “five microskills” model by Neher et al. works well. (See “Questions” below.)

**Needs**
• Briefly establish **learning goals** for rounds, starting with the learners.
  • Is there anything they especially want to learn today?
  • What are your goals for them?

**Organization**
• How can you best **organize rounds** during the time you have?
• Take into account the number of patients to discuss and any other scheduling factors (clinics, other time constraints) as well as your learning goals for the team.

**Presentation**
• When learners present their patients, have team **listen without interruption**.
• You can **set guidelines** for the length and format of case presentations.
  • Tell learners what you expect to hear when they present **new patients**.
For ongoing patients, presenters can give a one-sentence case summary, followed by a summary of overnight progress and a review of the problem list with updates on management and disposition, including plans for the day.

Questions

- Use the five “microskills” to maximize “teachable moments” for each case:
  1. Get a commitment (a plan)
  2. Probe for supporting evidence
  3. Teach general rules
  4. Reinforce what was done right
  5. Correct mistakes

Make sure each team member participates in the discussion, gently prompting nonparticipants as needed.

Recall questions*

- Lower-order questions test learners’ recall of factual information (e.g., “What is Murphy’s sign?”).

Synthesis questions*

- Higher-order questions go a step further and test learners’ ability to synthesize and analyze information (e.g., “Given these physical findings, how would we now alter our differential diagnosis?”).
• Try to incorporate some of these "thinking questions" into rounds too.

**Teaching**
- Discuss resources for the team’s further learning (texts, online resources, other teachers).
- Bringing in resources (e.g., articles) can be very helpful in encouraging ongoing learning.

**References:**


