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University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

CURRICULUM OF ANESTHESIOLOGY AND INTENSIVE CARE (AI) AT THE MEDICAL SCHOOL OF RWTH AACHEN UNIVERSITY

The 4th year of studies consists of a 20-week clinical clerkship, where students rotate through different clinical fields. Those clinical fields also offer lectures and seminars accompanying this clerkship. The field of anaesthesiology and intensive care (AI) provides 4 weeks of structured small group rotations with a detailed schedule of:

- One week of anaesthesiology (lectures, practice in the operating room, simulator training)
- Two weeks of emergency care medicine (lectures, simulator training, trauma skills training)
- Two weeks of intensive care medicine (following doctors on the ward, daily patient visits, bedside patient presentation)

PILOT HANDOVER CURRICULUM

Unit 1: Interactive seminar

During the interactive seminar students received theory and background on patient safety and the link between handover, error management, communication and teamwork. Students learn about methods, tools, checklists and mnemonics to technically structure a handover as well as ground rules for closed loop communication. Activating elements as group discussion, short videos and small group exercises have been integrated into the didactical concept.

Unit 2: Practical training

The practical training sessions were based on 6 clinical cases in different settings (ICU, post-anesthesia, emergency room, internal medicine ward). Students had to perform handover of these cases in created scenarios such as shift changes, patient transfer and telephone handover. Cases were constructed not to aim at students' medical knowledge but to assess the students' ability to extract the relevant medical information for handover from the case. Students were provided with a bunch of optional checklists, tools and support to structure their handover. They received feedback from peers as well as from academic staff. After the training they were handed out pocket cards to take with them containing diverse options of mnemonics and checklists (Fig. 1).

Unit 3: Online Module

The online module integrated video-based e-learning assignments, to which the students had to answer questions on bad- and best-practice video examples of handover (Fig. 2).

Additionally students were asked to write a discharge letter for an internal medicine case from the handover training session using the CLAS-application ("Cork Letter-Writing Assessment Scale")[1] as a checklist. Afterwards, the discharge letter was submitted online to the teaching staff in order to provide individual feedback.

Apart from that, the online platform offered room for forum discussion.

Teaching staff

The seminars and trainings were delivered by experienced project team members and always included at least one physician with clinical experience as well as an academic from the field of communication science or psychology. Due to existing concepts for standardized didactical training at the Interdisciplinary Training Center for Medical Education teaching staff underwent a training including presentation techniques and other teaching formats.



Figure 1: Picture of used pocket cards (German versions)

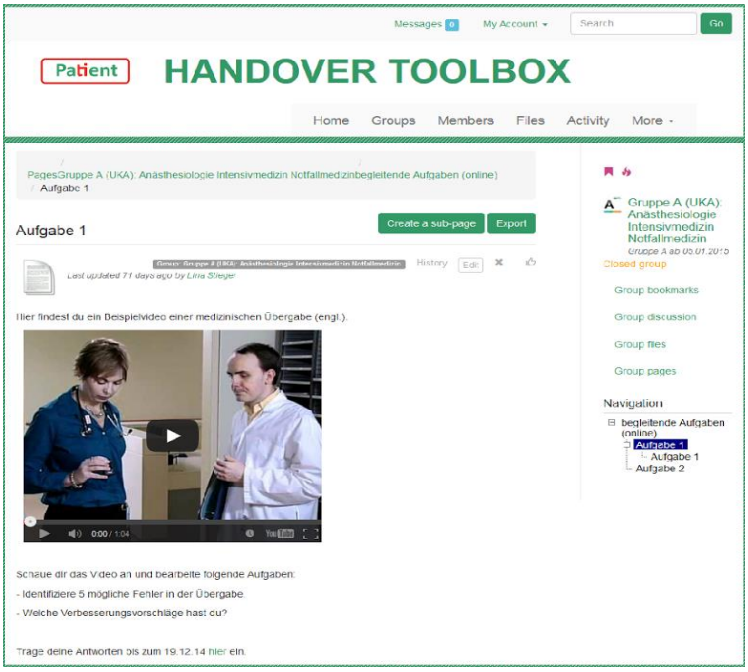


Figure 2: Online Task in ‘Handover Toolbox’

References

[1] Maher B, Drachsler H, Kalz M, et al. The CLAS App - A mobile training tool to improve handover procedures between hospital interface and family doctors. In Specht M, Multisilta J, Sharples M (Eds.). Proceedings of the 11th World Conference on Mobile and Contextual Learning. Helsinki, Finland, 2012 (pp. 38-45). Available from: http://hdl.handle.net/1820/4644 [accessed 7th June 2017].