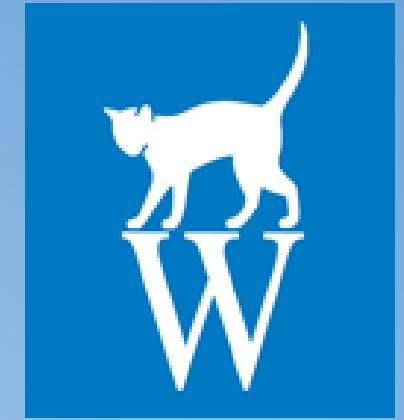




Integrating Schwartz Rounds into the Foundation Year Curriculum



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Background

In 2017 we successfully relaunched Schwartz Rounds at the Whittington Hospital. Previous work has indicated benefits of Schwartz Rounds for individual members of staff, organisations and patient experience.

Foundation year doctors in our cohort were generally keen to attend, however the fact that Schwartz Rounds were not included in protected teaching time meant that it was often too difficult to attend.

The current method of assessing professionalism for foundation year doctors can become a tick box exercise, and provides little opportunity for multi-disciplinary or group work.

One solution to this would be to incorporate Schwartz Rounds into the national Foundation Programme curriculum.

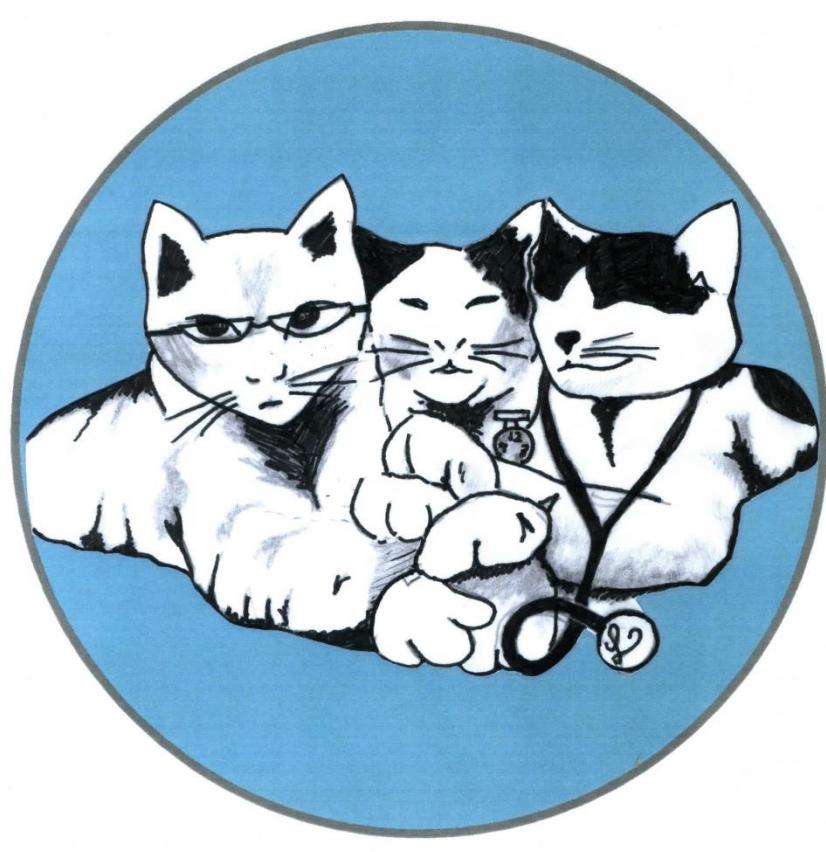
Our Schwartz Rounds

I collected data at Schwartz Rounds with the following themes:

“When things go wrong, how many victims?”

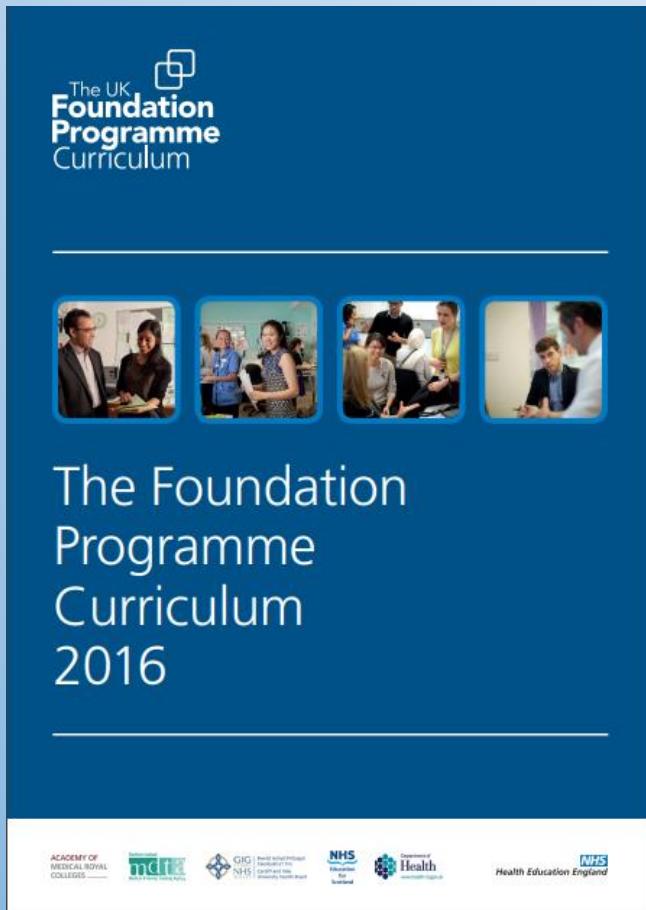
“Out of my comfort zone”

“The patient I will never forget”

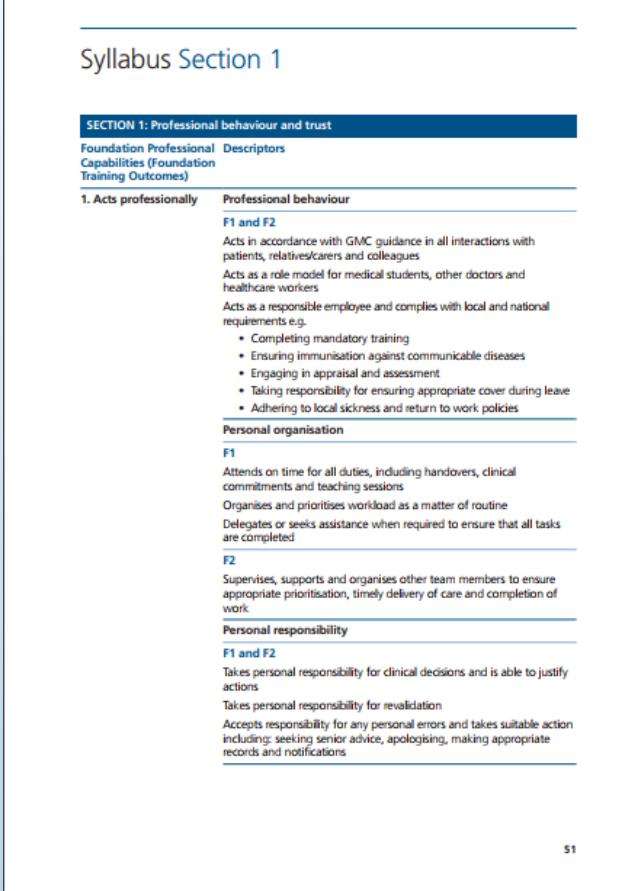


Foundation Programme Curriculum

The UK Foundation Programme is based on 20 core Professional Capabilities, of which seven are covered by Schwartz Rounds:



Professionalism
Patient centred care
Ethical and legal requirements
Communication
Team working
Personal competence
Patient safety



Results

The nature of the problem (that foundation year doctors find it difficult to attend Schwartz Rounds) of course led to challenges in collecting data.

Have you found the Schwartz Round useful?

| Yes | Partially |
|-----|-----------|
| 23 | 4 |

Do you think it'll change your clinical practice?

| Yes | Maybe | No |
|-----|-------|----|
| 16 | 2 | 7 |

“Provides reflection on **coping mechanisms** ... not covered at medical school”

“Allows **emotional recharging**, renewed **empathy** and **compassion** for patients and staff”

“There is so little time to reflect on emotions and their impact on clinical practice”

“Hopefully this will not make my practice more **defensive**”

“I’m even more **anxious** than before. I find the lack of solutions unnerving”

Do you think it is relevant to the F1 curriculum?

| Yes | Maybe | No |
|-----|-------|----|
| 22 | 1 | 3 |

Should it be a compulsory part of the F1 teaching?

| Yes | No |
|-----|----|
| 19 | 8 |

“Especially **vulnerable** year”

“If it’s voluntary the foundation year doctors most likely to benefit are the least likely to attend!”

“Shame it clashes with **F1 teaching**”

“As ever, would depend on what it replaced”

Conclusion

Previous research has shown the benefits of doctors attending Schwartz Rounds, and the limited data collected here supports this. Skills associated with Schwartz Rounds correlate well with several Professional Capabilities, making up the Foundation Programme Curriculum. Incorporating Schwartz Rounds into the national curriculum would enable more foundation year doctors to attend, and could play a role in the assessment of professionalism of doctors in training.