

David Gleeson, Omid Halse & Schwartz Rounds Team at Imperial

### Background:

- The demanding nature of undergraduate medical education is well-recognised, with increasing rates of burnout and reduced rates of empathy reported amongst medical students across the country<sup>1</sup>
- Schwartz Rounds, a format for facilitated group reflective practice, have been introduced nationwide as a tool to facilitate connection and compassion amongst the NHS workforce
- Medical students often have little to no exposure to Schwartz Rounds during their training<sup>2</sup>
- Recent high-profile GMC cases involving personal reflections have cast doubt over the use of written reflective practice

### Aims:

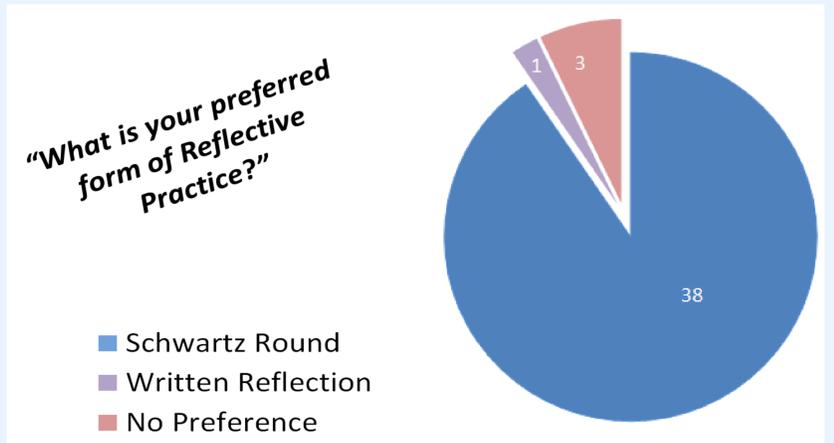
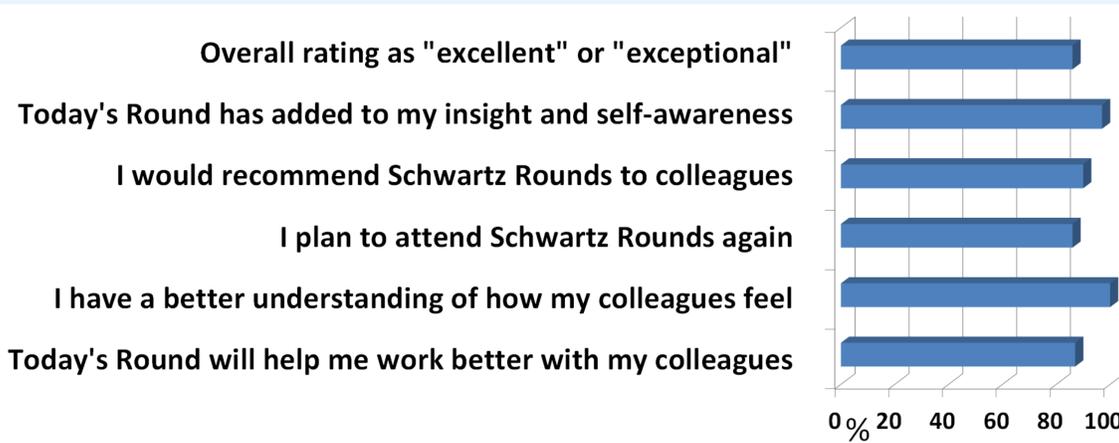
- What is the impact of student-specific Schwartz Rounds amongst medical undergraduates at a major teaching hospital?
- What are the students' perceptions of group reflective practice versus traditional written reflective practice?

### Methods:

- Third year medical students on clinical placement at a major teaching hospital were invited to attend student-specific Schwartz Rounds, on a theme of: "Is this what I signed up for?"
- The sessions followed the full Rounds format, with a panel presentation followed by open discussion
- The students were then asked to fill out the standard anonymous feedback & an additional questionnaire
- Three Rounds were run throughout the year, one during each clinical attachment

### Results:

45 students attended across the three Rounds, 93% returned feedback:



**Interactive reflection more profound**

"Opportunity to bounce ideas off one another and continue conversation in several different directions, rather than a linear written piece"  
"Gives you a chance to explore thoughts you may not have otherwise"

**Shared experiences facilitate a sense of belonging**

"Really insightful way to think about how you feel"  
"It was really comforting that know that other groups have similar experiences to us."  
"It highlighted that I am not alone and that I have people to talk to"

**Size of audience can be intimidating**

"Sometimes harder to share thoughts in larger groups"  
"Can feel intimidating to speak"

### Discussion:

- There was very strong positive feedback from the student attendees, with 90% stating they would re-attend future Rounds
- Students appeared to strongly prefer this medium of reflective practice to traditional written reflection
- Smaller groups are felt as less intimidating, and silences feel difficult for the participants

### Next Steps:

- Year-wide Schwartz Rounds for all third year students to be trialled as the next stage of the pilot
- Follow-up of attendees to future Rounds to assess change in behaviour