**[Insert Ward name / Number] - Learning Opportunities for Medical Students**

There are lots of opportunities to find learning in the clinical environment. We’ve listed some ideas below to learn from and with all members of the multi-disciplinary team

**Medical Staff**

**All students**

MOCAs (understand the purpose of performing the test and interpret the result)  
ECGs (review the ECG yourself and present your findings)

Venepuncture (consider what tests are needed and why, and practice interpreting the results with supervision)

Cannulation (consider the indication for IV access)

Urinalysis (discuss the indication and implications of the results)

**Year 6 Students**

*Year 4 students may do some of these things but will require more support / supervision*

**Ward round / patient review**

The focus here is continuity of care, complexity, discharge planning and multi-disciplinary management plans

Student: make a problem list using the patients notes. Ask a focused history, perform a targeted examination and formulate a plan. Present this to the supervising clinician

Doctor: provide advice on ward round structure and key target areas for that specific patient (e.g. pain, bowels, fluid assessment)

**Speciality referrals** (opportunity to practice SBAR)

**Insulin prescriptions** (gather charts and suggest dosages – prescription itself to be completed by clinical staff)

**Vancomycin and gentamcin prescriptions** (gather charts, review levels and timings and suggest next dose – prescription itself to be completed by clinical staff)

**Fluid prescriptions** (do a fluid assessment, review fluid charts and suggest plan for fluids going forward in discussion with clinical staff)

**Preparing a discharge letter** (check if preferred template, ask clinical staff to review and provide feedback)

**Ad-hoc teaching ideas**

Discuss in more detail one of the conditions that has been seen on the ward round

Sepsis: A-E assessment, SIRS criteria, sepsis 6, antimicrobial guidance

Delirium: assessment (4AT), predisposing and provoking factors (TIME bundle), management (legal aspects, non-pharmacological)

Acute kidney injury: etiology, assessment of fluid status, medication review, management   
Specific conditions dependent on ward speciality

**Nursing Staff**

Ask if you can join a **nursing shift** – this is a very useful experience for medical students

**Observations** - offer to assist the nursing staff in perfoming observations

* Have a close look at the NEWS chart. Understand which parameters would give cause for concern. Ask medical or nursing staff about the different oxygen scales

**Drug rounds** – ask if you can join nursing staff on their drug rounds. These tend to happen at 8am, 12 noon or 2pm and 6pm.

* Be careful not to interrupt or distract but ask thm if they would be able to tell you which drug they are dispending. Make a note of any medications that you don’t kow about. Try to note down 3 medications to read about in more detail

**Bladder scanning**

**Catheterisation**

**Lying and standing blood pressure** – including interpretation of result

**Capillary blood glucose** – this will be done before meal times up to four times daily

**Venepuncture / cannulation**

**Physiotherapist and Occupational Therapist**

To spend time with the ward physiotherapist or occupational therapist, please discuss with your supervisor or one of the ward doctors who will know the local arrangements of your ward

* By the end of the session, you should aim to be able to describe the different roles of a physiotherapist and occupational therapist within the MDT
* Ask them to show you different pieces of equipment – what is a sara stedy / a sam hall turner / a hoist?

**Long Cases**

There are ten interactive long cases for self-directed learning on common general and acute medical conditions that have been designed for medical students to work through while on clinical placement. These can be accessed on the medical education directorate website ([www.med.scot.nhs.uk/undergraduates](http://www.med.scot.nhs.uk/undergraduates)).