

Housestaff Views on Successful Attending Rounds: A Multi-institutional Study



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Background

- Characteristics of excellent attendings physicians are well established¹
- Less known about attributes of excellent Ward Attending Rounds (AR)
- Better understanding of successful Ward AR should:
 - aid training programs
 - inform attending physicians
 - enhance residents' educational experience

Study Objectives

- 1) Define elements that characterize successful ward Attending Rounds (AR)
- 2) Compare interns' and residents' perceptions on Ward AR
- 3) Compare local and multi-institutional results

Methods:

Nominal Group Technique (NGT)

- Structured, semi-qualitative, multi-step group process
- Elicits and prioritizes responses to a question
- NGT Steps:
 1. Silent generation of ideas
 2. Round-robin recording of ideas
 3. Serial clarification
 4. Vote on item importance with weighted ballots
- Final group product: ranked list of responses

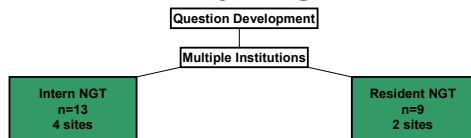
Online-Conference Call NGT

- UAB innovation
- Participants linked virtually (internet/phone)
- Occurs in real-time, involving participants at varied locations

Question

"What are the factors that contribute to successful attending rounds?"

Study Design



Participating Sites

Site	Location	Type	Total # residents	# participants
UAB	SE	University	119	13 interns 15 residents
Univ. Utah	Mtn	University	102	2 interns 4 residents
Univ. Penn	NE	University	155	2 interns
Harlem Hosp	NE	Community, univ aff'd	108	5 interns 5 residents
Henry Ford	Mid-west	Community, univ aff'd	72	4 interns

Limitations

- Voluntary participation
- Unequal representation among participating sites
- One sampling performed

Conclusions

1. Across Internal Medicine residency programs, characteristics of successful ward AR include:
 - a) Attention to time ■
 - b) Autonomy ●
 - c) Approachability ▲
 - d) Respect ♦
2. These themes transcended the Program's
 - Geographic location
 - Structure of rounds
 - Style of attendings

Results

Most Important Successful Factors by Interns: UAB

Generated responses: 27 Responses endorsed: 13

Response	Ballots	Total Weights
Being approachable—not intimidating. ▲ ●	3,3	6
Showing enthusiasm. ▲	3,2	5
Teaching throughout rounds. ●	3,2	5
Having the attending share thought processes when treating patients. ▲ ●	2,1	3
Showing appreciation for team members for work performed. ●	3	3
Explicitly stating expectations for residents/students. ●	3	3
Net micro-managing. ● ●	1,1	2
Teaching by example (having a good bedside manner). ●	2	2
Allowing team a degree of independence in decision-making (when dealing with gray areas). ● ●	2	2
Setting time aside to teach. ●	2	2
Having a consistent and coherent plan of care in place when seeing patient. ●	1	1
Having an attending who is a good role model/demonstrates good patient care. ▲	1	1
Having succinct teaching points. ●	1	1

Most Important Successful Factors by UAB Residents

Generated responses: 27 Responses endorsed: 12

Response	Ballots	Total Weights
Giving house staff autonomy—not micro managing. ● ●	3,3,3,2	17
Paying attention to the length of rounds. ● ●	3,2,2,1,1,1	11
Setting goals and expectations at beginning of rotation/month. ●	3,3	6
Teaching that includes explanation of attending's thought process. ▲	3,1	4
Being concise/efficient - not laboring issue. ●	2,1	3
Allowing time on rounds for residents to meet other duties/responsibilities. ● ●	2,1	3
Having some component of rounds at bedside and demonstrating key physical findings. ●	2	2
Having a balance between a comfortable environment and asking challenging questions. ▲ ●	2	2
Defining time for organized teaching (chalk talks). ●	2	2
Having sit down rounds before seeing patients. ●	2	2
Providing a comfortable environment for discussion and questions. ▲ ●	1	1
Following appropriate rules (set by program). ●	1	1

Most Important Successful Factors by Interns: Multiple Institutions

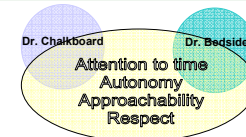
Generated responses: 65 Responses endorsed: 11

Response	Ballots	Total Weights
Give positive as well as negative feedback to all members of the team. ●	3,3,3,1	10
Encourage a serious but relaxed atmosphere. ▲ ●	3	3
Discuss expectations of the rotation with all team members prior to the rotation. ●	2,1	3
Discuss pathophysiology with relation to the treatment plan and review it with housestaff. ●	3	3
Identify case-specific teaching points. ●	2	2
Plan time specifically for teaching with presentations on core topics. ●	2	2
Ask questions of team members about what they are doing and why they are doing it. ● ●	2	2
Focus corrections on constructive comments rather than simply stating that an answer is wrong. ●	2	2
Insist on respect for all team members. ●	1	1
Conduct rounds in an organized, efficient, and timely fashion. ● ●	1	1
Integrate theory with actual patients and findings. ●	1	1

Most Important Successful Factors by Residents:

Generated responses: 54 Responses endorsed: 22 (12 displayed)

Response	Ballots	Total Weights
Encourage approachability of attending physician. ▲	3,3,1	7
Require attending to dedicate time to teaching and rounding. ●	3,3	6
Ensure that no one talks or interrupts until presentations are finished. ● ●	2,2,1	5
Increase attention paid to bedside teaching. ●	3	3
Complete rounds in the appropriate amount of time. ●	3	3
Ensure short work rounds prior to formal attending rounds. ●	3	3
Tailor teaching to select interests. ●	3	3
Give constructive criticism to residents throughout rotation duration. ●	3	3
Provide a less intimidating environment. ▲ ●	2	2
Address appropriate discharge plans for and with each patient. ●	2	2
Discuss the most interesting/challenging case completely; do not summarize. ●	2	2
Allow room for mistakes. ● ●	2	2



Implications

- Successful attending rounds = good manager
- Individual attributes of attendings are less important than the possession of managerial skills
- Web-based technology is useful in medical education research

References

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