

Implementation of a pilot curriculum on standardized medical handover – effect on medical students’ practical performance and attitude

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Background. . .

Patient

PATIENT is an EU-funded project on novel teaching and learning facilities for handover procedures in medical higher education (2012-2015).

➤ **Improperly conducted handovers** can lead to:

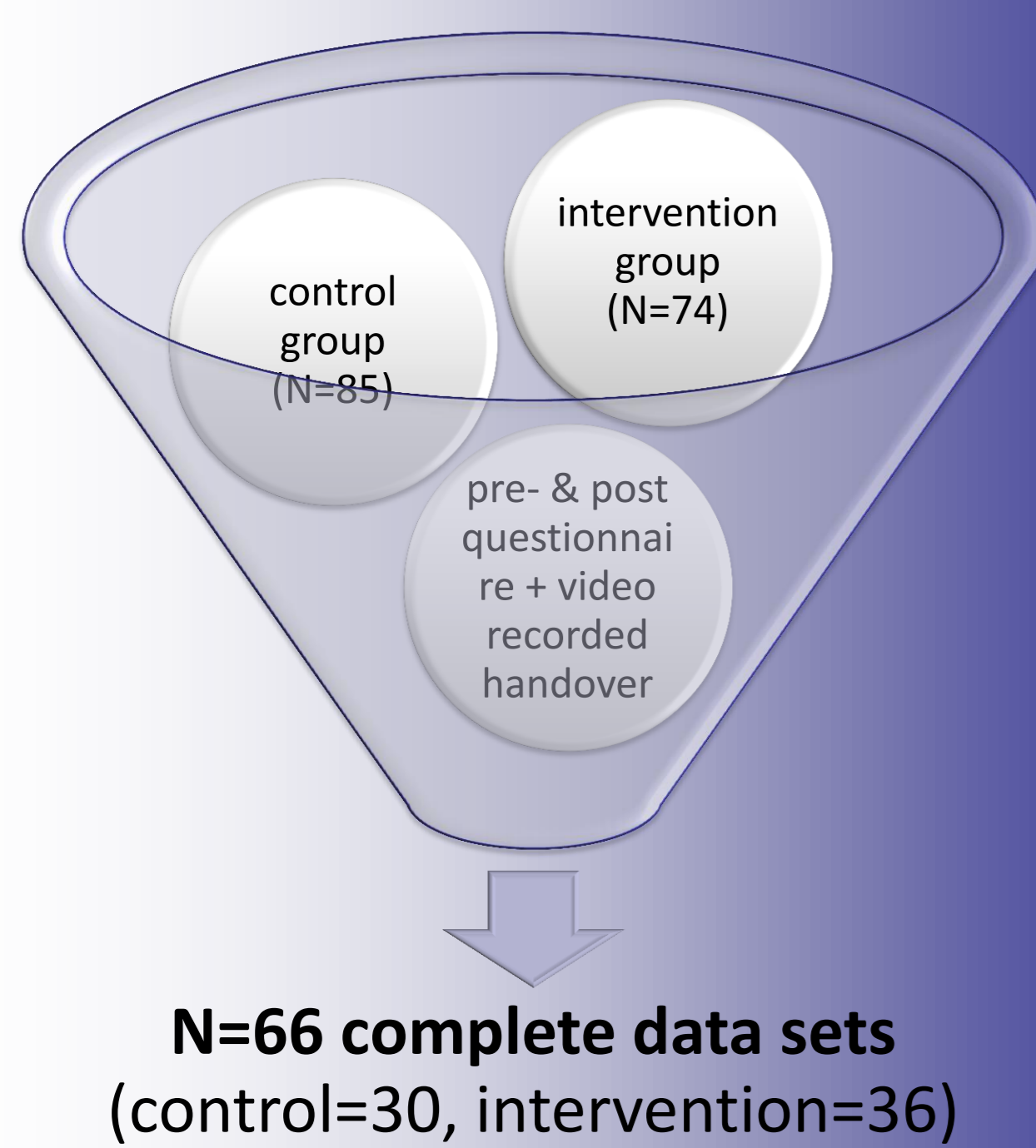
- wrong treatment
- delays in medical diagnosis
- life-threatening adverse events
- patient complaints
- increased health care expenditure
- increased hospital length of stay
- etc.⁽¹⁾

➤ A recent systematic review of **educational handover interventions** showed a paucity of research into handover education and limited evidence of the effectiveness of current educational strategies⁽²⁾.

(1) Wong MC, Yee KC, Turner P eHealth Services Research Group, University of Tasmania. Clinical Handover Literature Review. 2008 Tasmania, Australia
 Australian Commission on Safety and Quality in Health Care
 (2) Gordon M, Findley R. Educational interventions to improve handover in health care: A systematic review. Med Educ. 2011;45:1081–1089

➤ There have been initial efforts to overcome this situation, by providing and evaluating handover trainings: **We are one of these.**

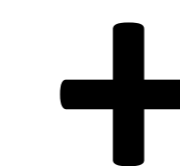
Methods. . .



➤ This **controlled pilot study** was implemented as part of the **PATIENT project** in 2014/15 and investigates the influence of a teaching module concerning standardized handover in the field of anesthesiology, intensive care and emergency medicine on the students’ learning progress (knowledge/skills/attitude).

- **Participants:** Medical students of the RWTH Aachen (4th or 5th year)
- **Data acquisition:**

knowledge and attitude towards handover
 pre- and post- evaluation questionnaires



practical handover skills
 video-based rating of handover performance at the end of the course

Results. . .

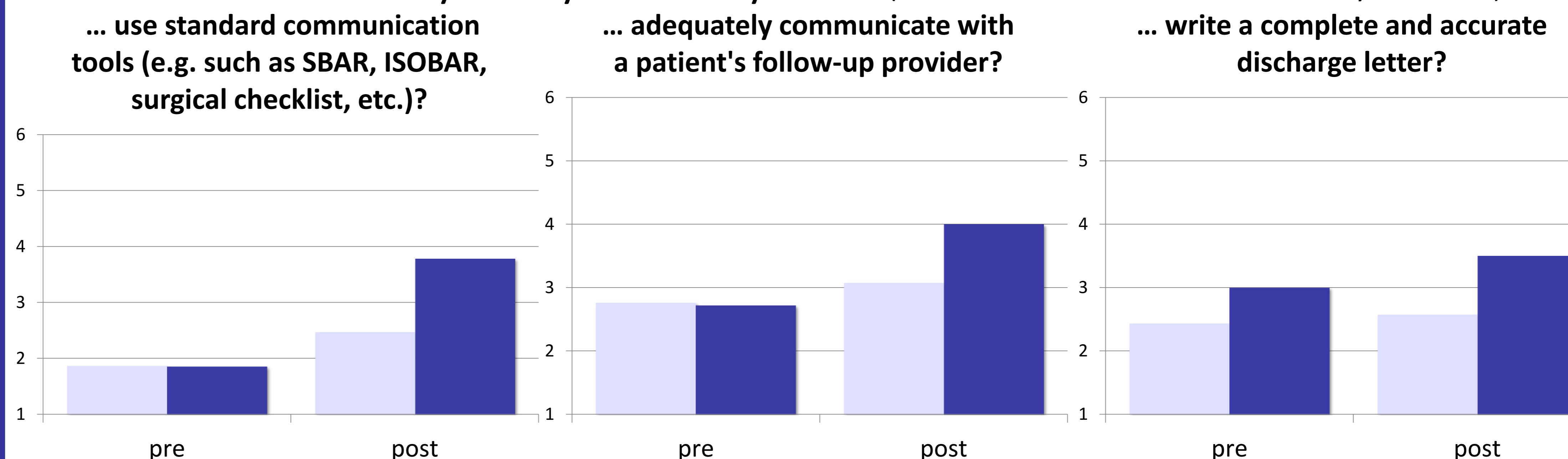
81% agree with „Handover training on a regular basis is useful and important during studies.“

66% agree with „The training modules on handover should be continued.“

(counting 5 and 6 on a 6-point rating scale)

➤ First data analysis show that students of the **intervention group** evaluate themselves **more confident** performing structured handovers and consider the handover training as useful and important.

▪ “How confident are you in your ability to ...” (scale: 1= not at all confident to 6=very confident)



▪ The analysis of the video-based assessment is still pending.

Conclusion. . .

➤ This training **increases the students’ confidence** in handover performance. Students as well as teachers wish to **continue trainings** of this kind.

Weitere Informationen . . .

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