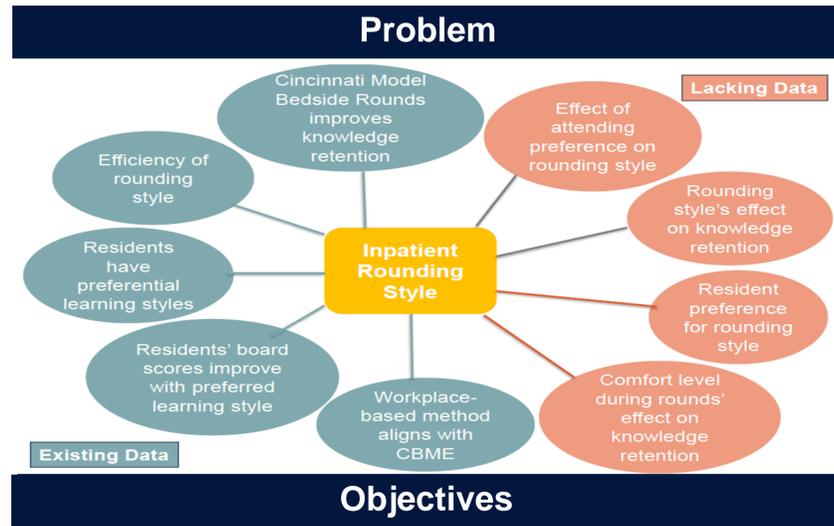


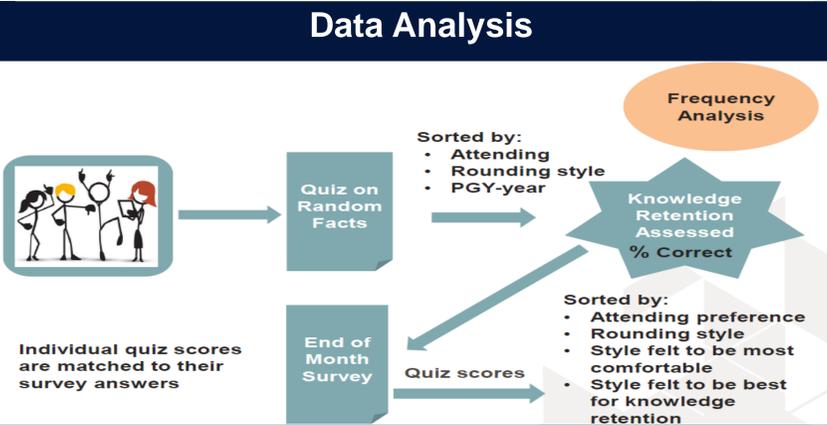
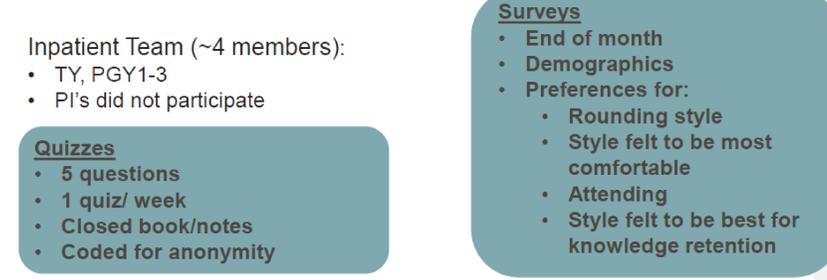
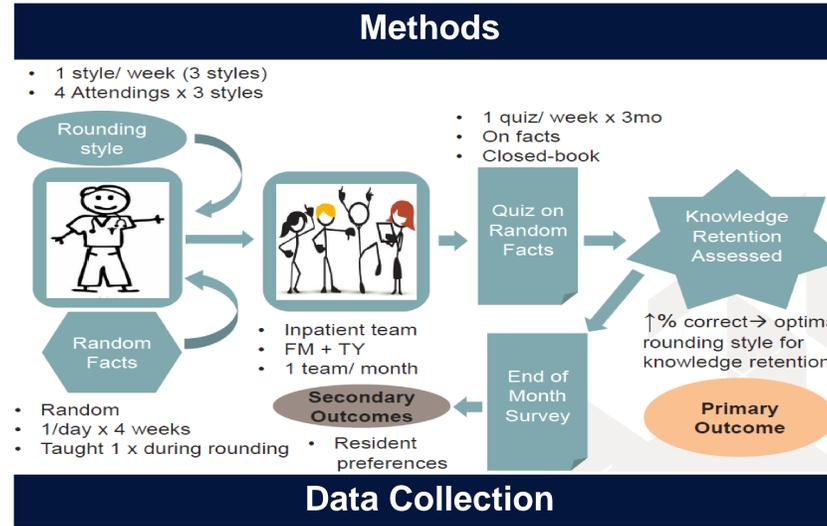
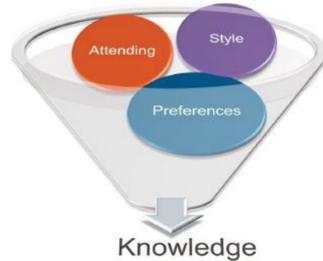
The Impact of Inpatient Rounding Style on Knowledge Retention in Residents

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- Primary:**
- Does inpatient rounding style have an effect on knowledge retention?
- Secondary:**
- Does knowledge retention correlate with:
- PGY-year
 - Rounding style preference
 - Comfort level during rounds
 - Attending preference



Rounding Style	Mean Quiz Scores	Highest Quiz Scores
Table (n=39)	70.81 (SD 19.79)	Table > Group (p=0.00123, df=47)
Group (n=10)	43.5 (SD=28.81)	Table > Individual (p=0.00586, df=46)
Individual (n=9)	48.89 (SD=21.31)	Group = Individual (p=0.66945, df=17)
Attending	Mean Quiz Scores	Highest Quiz Scores
W (n=32)	75.47 (SD=17.83)	W > X (p=0.00015, df=43)
X (n=13)*+	46.28 (SD 26.86)	W > Y (p=0.00001, df=35)
Y (n=5)*	32 (SD=9.8)	W > Z (p=0.01509, df=38)
Z (n=8)+	57.5 (SD=15.61)	Z > Y (p=0.01188, df 11) *+ no significant differences
PGY-year		Highest Quiz Scores
TY, PGY1-PGY3		NO SIGNIFICANT DIFFERENCES

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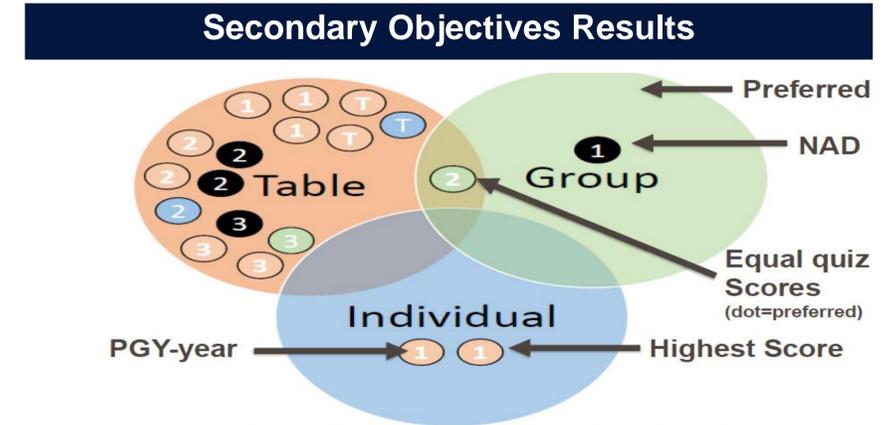


Figure 1. Comparison of residents' preferred rounding style and their best quiz performance. Large colored circles represent rounding style preference. Dots represent individual residents' preferences. The dot color represents the rounding style with which the resident has the highest quiz score. The number represents the resident's PGY year. A black dot represents preference only as there was no ability to compare rounding style quizzes in these residents. The dot placed in an overlapping area represents no difference in quiz scores in the two overlapping rounding styles.

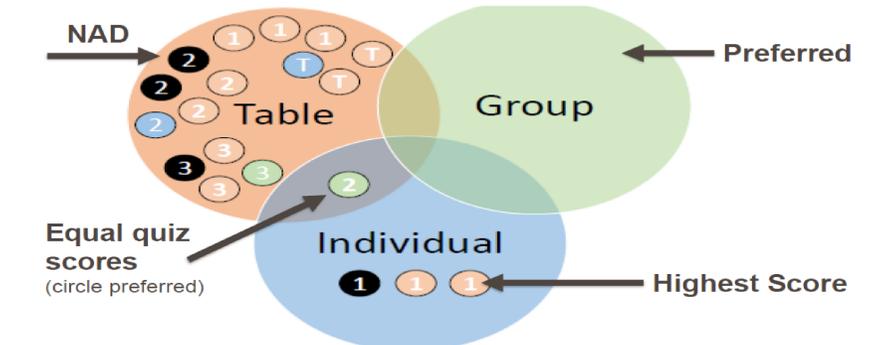


Figure 2. Comparison of residents' rounding style which they felt most comfortable with and the rounding style with their best quiz performance. Large colored circles represent rounding style the resident reported they felt they were most comfortable with. The dot color represents the rounding style with which the resident had the best quiz performance. The number represents the resident's PGY year. A black dot represents preference only as there was no ability to compare rounding style quizzes in these residents. The dot placed in an overlapping area represents no difference in quiz scores in the two overlapping rounding styles.

Measure	Preferred style	% preferred	% coinciding with highest quiz score	Attending survey results
Which style do you prefer?	Table	84%	67%	Table: 50% Indv: 50%
Which style do you feel most comfortable with?	Table	79%	60%	Table: 33% Indv: 50% Grp: 17%
Which style do you feel you learn the best with?	Table	75%	62.5%	Table: 50% Indv: 17% Grp: 33%
Which attending did you prefer?	W	70.6%	62%	

Discussion

- Most GME research has focused on the impact of teaching style on resident learning. No known studies to date have objectively compared the effect of different rounding styles on resident learning. This pilot study suggests that the typical group/bedside rounding may not best for knowledge retention, and residents retain knowledge better with table rounds.
- There was no significant difference between group and individual rounding, suggesting that walking rounds in general, even when limited to two residents, is less beneficial for knowledge retention.
- Expectedly, residents tended to have higher quiz scores with their preferred rounding style, the rounding style they felt more comfortable with and the rounding style they felt they learned best with. 62% of residents scored higher with their preferred Attending, however the most commonly preferred attending most commonly utilized table rounding, so this was likely a strong influencing factor.
- Interestingly, there was no significant difference in quiz scores between PGY years.
- Resident comments suggested that they found group rounding inefficient and distracting, but appreciated the value in gaining physical exam skills. They found table rounds more comfortable, efficient, and better able to learn about patients other than their own, but they also saw the downside of missing out examining the patients with the attending.
- Future studies will focus on eliminate bias by attempting to have the same attending do all 3 rounding styles with the same group of residents. This study should also be replicated in an IM residency.

