**PDSA Cycle 1**

**Aim:** what are you trying to accomplish?

Providing medical students a chance to experience ward call on a general surgery unit.

**Plan:** what will your test be?

Allowing a student to shadow a resident for a ward call shift.

**Prediction:** what do you think will happen as a result of your test?

The student will gain insight into what is required on a ward call shift. Students will gain practical experience of typical ward call jobs. Students will feel the experience is worthwhile.

**Do:** what happened when you carried out your test?

The predictions were reasonably correct. Pre- and post-survey demonstrated an improvement in confidence of basic ward call tasks (e.g. prescribing) however it was clear that students had minimal understanding of what was required on ward call prior to the study: this required a significant ‘orientation’ period at the beginning of each experience.

**Study:** how did the results of your test compare with predictions?

The results largely confirmed the predictions.

**Act:** how will you change your previous test in light of what you have learned?

After the initial few students, we employed a ‘task sheet’ for students to sign off common ward call jobs they were expected to undertake.

**PDSA Cycle 2**

**Aim:** what are you trying to accomplish?

Following on from PDSA cycle 1, providing medical students a chance to experience ward call on a general surgery unit. In this cycle however we attempted to give the students a list of expected tasks to complete.

**Plan:** what will your test be?

The list of expected tasks would be given to a student to sign off. This would also give the student an awareness of what tasks they would be expected to complete on a ward call shift were.

**Prediction:** what do you think will happen as a result of your test?

In addition to PDSA cycle 1, the sign off sheet would give the students an improved understanding of what was required of them.

**Do:** what happened when you carried out your test?

The predictions were reasonably correct. The sign off sheet helped guide the student with respect to what tasks were required on the shift.

**Study:** how did the results of your test compare with predictions?

The results largely confirmed the predictions.

**Act:** how will you change your previous test in light of what you have learned?

We still found that students had a minimal understanding of what was required of them on the shift. We decided we would provide a short orientation guide to the students.

**PDSA Cycle 3**

**Aim:** what are you trying to accomplish?

Following on from PDSA cycle 2, providing medical students a chance to experience ward call on a general surgery unit. In this cycle, we aimed to reduce the time spent giving an orientation to the students. This involved a short 2 page handout the student would read prior to attendance at ward call.

**Plan:** what will your test be?

In addition to PDSA cycles 1 and 2, we provided a sheet that had a short overview of what to expect on a ward call shift.

**Prediction:** what do you think will happen as a result of your test?

To reduce the time spent at the beginning of the four hour shift spent ‘orienting’ the student (this generally took about 20 minutes).

**Do:** what happened when you carried out your test?

We were able to more rapidly begin work at the beginning of each shift as the students had an improved expectation of what ward call was prior to beginning the shift.

**Study:** how did the results of your test compare with predictions?

The results largely confirmed the predictions.

**Act:** how will you change your previous test in light of what you have learned?

We will provide students with a sign off sheet as well as an orientation guide prior to each ward call shift.