Schwartz Rounds for Pre-Qualification Healthcare Students

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Laura Golding & Gundi Kiemle
University of Liverpool
l.golding@liverpool.ac.uk
g.kiemle@liverpool.ac.uk
What are Schwartz Rounds?

- Kenneth Schwartz, a healthcare lawyer, died in 1995 from lung cancer at the age of 41. Before his death, he set up the Schwartz Center (Boston, USA).

- The Schwartz Center for Compassionate Healthcare is a not-for-profit organisation designed to nurture compassion in healthcare, to encourage healthcare workers to make “the unbearable bearable” through “the smallest acts of kindness” and to strengthen the relationship between patients and their caregivers.
What are Schwartz Rounds?

- Schwartz Rounds were developed 15 years ago and have been implemented in more than 225 sites in the USA.
- Schwartz Rounds are now running in over 100 healthcare organisations across the UK.
- The purpose of the Rounds is to explore the human and emotional aspects of the experience of delivering care and the challenges that staff face from day to day.
- The Rounds use a large group format and reflective practice to promote staff wellbeing, resilience and empathy. The focus is on staff wellbeing to improve patient care.
What is the problem?

At the extreme end

BBC News

You are in: Health
Thursday, 31 March, 2000, 12:15 GMT 13:15 UK

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The Garland Hospital: scene of abuse

A health care trust is the first to be investigated by a new NHS “hit squad” in a scandal involving mistreatment and abuse of elderly patients.

Health Secretary Alan Milburn invoked new powers which come into force on Saturday, to order the Commission for Health Improvement (CHI) to investigate the North Lakeland Trust in Cumbria.
Schwartz Round Format

- **Food and refreshments** are provided before the Round begins; Rounds last one hour.
- The **panel members** talk for 5 minutes each, in turn, uninterrupted.
- Members of the **audience** are invited to share thoughts, ask questions, share similar experiences.
- **Trained facilitators** contain and shape the discussion. Conversations are steered away from problem solving/case discussions.
- **Confidentiality** is maintained but **conversations** about content and connections are encouraged outside of the group.
Schwartz Round Topics

- A patient I’ll never forget
- In at the deep end
- Accepting that we cannot fix everything
- Caught between their patient and their family
- Being on the other side: when the professional is the patient
- Making mistakes: coping with the impact
- What my patient taught me
- Gifts from patients
- A colleague I’ll never forget
Impact of Schwartz Rounds (Goodrich, 2012)

• Collected data over a one year period from 10 Rounds held at Cheltenham and the Royal Free.
• Rounds led to an increase in:
  o Staff confidence in handling sensitive issues
  o Beliefs in the importance of empathy
  o Actual empathy with patients as people
  o Confidence in handling non-clinical aspects of care
  o Openness to expressing thoughts, questions and feelings about their work
Impact of Schwartz Rounds (Lown & Manning, 2010)

• Attending Rounds enhanced staff’s likelihood of focussing on the psychosocial and emotional aspects of care and enhanced their beliefs about the importance of empathy.

• Respondents reported better teamwork, including heightened appreciation of the roles and contributions of colleagues.

• They found significant decreases in perceived stress and improvements in the ability to cope with the psychosocial demands of care.

• The more Rounds one attended, the greater the insights into the psychosocial aspects of care and teamwork.
University of Liverpool Schwartz Rounds Project

• Funded by HEE-NW Forerunner Fund.
• Aims to run and evaluate the impact of Schwartz Rounds for students on pre-qual./pre-reg. professional healthcare education programmes.
• The project is multi-professional, involving students from a range of different professional healthcare education programmes.
• Three University staff are trained as Schwartz Round facilitators.
• So far, we have run four Rounds with students.
• Seventeen Y2 and Y3 Research and Scholarship (R&S) MBChB linked projects (care and compassion).
We ran two pilot Schwartz Rounds with Y2 and Y3 medical students:

- 100% either agreed or strongly agreed that they found it helpful hearing others talk openly about their personal feelings in the context of their work.
- 100% either agreed or strongly agreed that they felt more informed and aware of the importance of care and compassion in caring for patients.
- 72% felt that the Rounds should be integrated into their medical training curriculum.
University of Liverpool Schwartz Rounds Project

• We also ran two Schwartz Rounds with Y3 nursing, occupational therapy, medical, diagnostic radiography, radiotherapy and physiotherapy students.

• Of the 31 students who attended these two Rounds, 26 rated the Rounds as excellent or exceptional, with 20 completely agreeing that they would attend a Round again.
Participant Quotes

“Fantastic! Thought this session was incredibly useful, its great to be able to talk about experience and emotions involved. Definitely think this should be in the curriculum”.

“Found it insightful and encouraging in that the experiences I’ve had with patients are shared by many and its normal to get emotional. Great to see how these patient experiences have shaped the paths of the senior doctors presenting”.
Participant Quotes

“Good to reflect on own emotions and relate to others - helps you feel like you're not alone and that it is normal to have emotions”.

“I found it really useful. I think it would be good to have one every couple of months so we can reflect on patients/cases we have seen on placement who have effected us”.

“Great idea - should be incorporated into the curriculum in more clinical years”.
Participant Quotes

“I feel better for sharing my emotional experiences with staff who can completely understand and empathise with me and take interest”.

“...it is important for people to discuss these things – a way of maintaining empathy at work by acknowledging there isn’t always a right answer and that the work is about more than robotically following guidelines”.

“Makes you realise you’re not on your own in how you’re feeling”
Challenges

- Providing Schwartz Rounds for students on pre-registration professional healthcare education programmes at the university - in contrast to Rounds for clinical staff in NHS or other healthcare settings - has a number of challenges.

- Students’ clinical exposure is more limited, especially medical students in Years 2 and 3, and therefore, they have less clinical experience to draw on for reflections.

- Students are used to being evaluated and assessed at all times, which (for some) may inhibit the open and honest sharing of feelings and reflections, as it may feel as though they are ‘exposing weaknesses’ which goes counter to their clinical and academic training.
Challenges

• Running Rounds in a university setting may feel like another type of ‘teaching’, with both panellists and students (un)consciously looking to provide and gain ‘take-home messages’, tips, and learning points. This requires additional skills and attention for panel preparation and audience facilitation.

• Mandatory versus voluntary attendance: If Rounds are not mandatory, the challenge of persuading students to attend another educational event in their own time, should not be underestimated!

• Time-tabling: Healthcare students’ timetables are fairly full, with timetables set for the academic year ahead. When students are not in university, they are usually on clinical placements in the community. This presents logistical challenges for running multi-professional Rounds.
Research & Evaluation

• We are developing the evaluation of the Rounds and elements of the format in collaboration with the initial cohort of students who attended the Rounds. This co-production and active reflection has helped shape the initial phases of the pilot and underpins the approach of the evaluation.

• Y2 & Y3 medical students have undertaken a series of structured literature reviews about key theories linked to the focus of Schwartz Rounds such as: Burnout, Communication models (Neighbour), Balint Groups, Compassionate Mind, Organisational Culture, Developing Learning Organisations, Intelligent Kindness.

• Others undertook structured reviews of the existing literature on the impact of Schwartz Rounds, and their evaluation.
Research & Evaluation

• These literature reviews are on areas of theory chosen by students as relevant to the process and impact of Schwartz Rounds. The planned in-depth evaluation they will be working on will be in collaboration with, and under the supervision of, academics on the steering board, supported by an experienced qualitative researcher.

• Short summaries of these projects will be included on the University’s Schwartz Round Project website which is under development and will be a resource for internal and external users.

• We plan to undertake a quantitative and qualitative evaluation of the Rounds, including measures of resilience, self-reflection, self-efficacy and self-compassion. Qualitative research will include an ethnographic study on the process of the Rounds and a focus on students’ experience of attending Rounds and their perceived impact on this their clinical practice.
Research & Evaluation

Proposed measures:-

- Empathy Quotient (EQ-60) (Baron-Cohen & Wheelwright, 2004)
- Santa Clara Brief Compassion Scale (SCBCS) (Hwang, Plante & Lackey, 2008)
- Schwartz Centre Compassionate Care Scale (SCCCS) (The Schwartz Centre for Compassionate Healthcare, 2014)
- Self-Reflection and Insight Scale (SRIS) (Grant, Franklin & Langford, 2002)
- Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (NHS Health Scotland, 2006)
- Brief Resilience Scale (Smith, Dayen, Wiggins, Tooley, Christopher & Bernard, 2008)
Schwartz Awards 2016

Best Schwartz Innovation

The University of Liverpool
References and Resources

• [https://www.pointofcarefoundation.org.uk/](https://www.pointofcarefoundation.org.uk/)

• Watch a Schwartz Round - [https://www.pointofcarefoundation.org.uk/resource/demonstration-schwartz-round/](https://www.pointofcarefoundation.org.uk/resource/demonstration-schwartz-round/)

• An account of two of the University of Liverpool’s Rounds can be read at - [https://www.pointofcarefoundation.org.uk/blog/accepting-cannot-fix-everything/](https://www.pointofcarefoundation.org.uk/blog/accepting-cannot-fix-everything/).
References and Resources


• Goodrich, J. (2013). Schwartz Rounds provide a dedicated time for reflection. *Nursing Times.net*
  
  http://www.nursingtimes.net/joanna-goodrich-schwartz-rounds-provide-a-dedicated-time-for-reflection/5061048.article
