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Grand Rounds

- Sir William Osler at Johns Hopkins in the late 19th century employed a hands-on approach to teaching evaluation and management (Jattan & Fracois, 2022; Johns Hopkins Medicine, 2025; Sandal et al., 2013).
- Attendance increased, prompting the rounds to be relocated to an amphitheater to accommodate more learners while continuing to conduct patient presentations (Sandal et al., 2013).
- In the mid-1980s, the majority of grand rounds no longer included the patient in the session (Sandal et al., 2013).
- The Socratic dialogue gave way to didactic PowerPoint presentations (Altman, 2006), and the pandemic led to virtual grand rounds.

Adult Learning



Why

- Grand Rounds has been a cornerstone of medical education (i.e., CME) and the dissemination of information, offering opportunities for professional identity, socialization, networking, entertainment, professional development, and highlighting expertise (Bynum et al., 2020; Dolcourt et al., 2006; Sandal et al., 2013).
- Virtual grand rounds have proven to be a cost-effective, efficient, and flexible approach compared to in-person sessions, albeit at the expense of social interaction (Adashi, 2024).
- Reasons for declining attendance include lack of organization, poor teaching skills or monotone, lack of patient-centered focus, busy schedules with timing impacting patient care or other commitments; relevance; unappealing subjects; lack of participation by leaders; decreased interaction of presenter and attendees; interruptions; inconvenient locations (Sandal et al., 2013).

Reinvention

- Organizers should assess the needs of learners, plan accordingly, and establish clear objectives for the Grand Rounds.
- To ensure optimal learning, consider the timing and location of the Grand Rounds.
- If Grand Rounds are mostly virtual, consider dedicating one day a month to meet social needs and review previous content.
 - Be mindful of screen or "Zoom" fatigue
- The presenter is a facilitator of knowledge, not a transmitter of information.
 - Objectives (measurable and achievable – focused on higher order of thinking), Body (cases, experiences, debates, questions, small group discussions, reflection), Conclusion (takeaways)
 - Attention decreases after 15-20 minutes, allowing for chunking & linking previous knowledge to new information.

Takeaways

- Organizers consider the environment, timing, and the learners' needs.
- Presenters consider moving away from the passive learning of a lecture & the introduction of knowledge to interactive application of content that is open to all levels and disciplines.
- Attendees complete evaluations at the end of the session, where you were engaged, allowing for the collection of objective feedback and reducing futile data.



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