

Developing an education programme for novice anaesthetists; practicalities & learning points

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As part of a 1-year Education Fellowship I was tasked with establishing a teaching programme for novice anaesthetists. This poster aims to provide practical insight into the logistics & challenges encountered that may be useful to anyone considering setting up a similar course. The educational theories that informed the course structure are outlined in figure 1.

Aims

- **SOCIAL** → Create a regular safe-space for novice anaesthetists to meet & get to know one another
- **REFLECTION** → Encourage group reflection & sharing of interesting cases, challenges & learning
- **LEARNING** → Cover key anaesthetic topics from the Initial Assessment of Competency (IAC)
- **PASTORAL** → Provide an accessible point of contact for issues that could impact wellbeing

Social Learning Theory

Learning within a social context; new behaviours are acquired by observation & imitation of others (role modelling) ¹

Zone of Proximal Development

The individual can exceed their own potential through collaborative effort ²

Community of Practice

A group of people who share a passion for something they do & learn how to do it better as they interact regularly ³

Figure 1. Educational theory & principles that informed the course structure

Practicalities

- An adequately sized room with seating, table & audio-visual equipment
- Convenient location with parking availability & refreshment facilities
- Scheduled not to interfere with clinical opportunities & other departmental teaching
- Provide appropriate notice to trainees & educator(s) to negotiate leave booking & clinical commitments respectively

Learning Points

- Rooms are scarce & typically require advance booking
- A list of expected novice trainees with their backgrounds & contact e-mail is essential
- Balance between providing teaching & depriving trainees of time in theatre: this may be more relevant to ED trainees who have a very limited time in anaesthetics & need to practice airway skills
- Novices are not a homogenous group: previous experience during out-of-training posts or from International medical graduates may be significant
- The IAC curriculum provides a useful roadmap
- Encouraging trainees to guide session content to recent experience improves engagement, relevance & motivation
- Buy-in from rota coordinators & college tutors is helpful

“provided an element of pastoral care during what is a difficult period adapting to many changes in practice”

“acted as a supportive forum where we could address & troubleshoot simple queries”

“the course was delivered in an informal manner which made asking questions & discussions very easy and non-judgemental”

“I enjoyed having a regular space to catch up with peers, share experiences & discuss topics in a more informal environment”

Figure 2. Feedback & viewpoints from novice anaesthetists

References

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3. Lave, J. & E. Wenger (1991). Situated learning: Legitimate peripheral participation. Cambridge University Press

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