

The introduction of problem-based learning for postgraduate education in anaesthetic trainees

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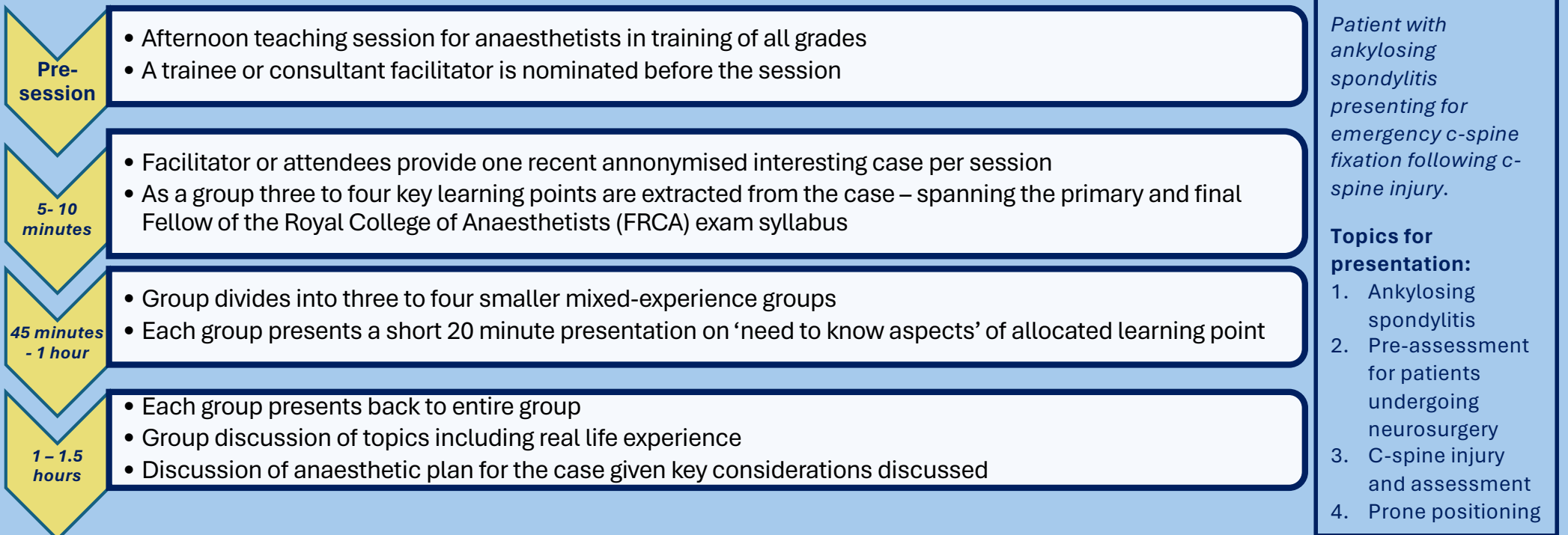
Background:

- Problem-based learning (PBL) is widespread in undergraduate medical education but there is minimal written in the literature about PBL use in postgraduate anaesthesia training in the United Kingdom [1].
- This quality improvement project aimed to introduce and evaluate PBL in departmental postgraduate anaesthetic teaching.

Method:

- In December 2023 the anaesthetic department sought feedback from the trainees about local trainee teaching provision.
- Feedback included the following issues with the current lecture-based teaching; frequent teaching cancellation due to last minute presenter sickness and the time required to prepare presentations
- New PBL teaching style pitched and trialled (see below)
- Two rounds of feedback sought – feedback questionnaire altered between sessions to focus feedback

PBL teaching structure:



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Results:

- Feedback was gained over two occasions with 27 participants.
- The feedback form was altered between sessions to allow for more focussed data collection after the initial feedback.
- Both forms used Likert scale ratings and free-text feedback
- Themes from the free text feedback are listed below

Participants enjoyed the collaborative element of PBL and the mix of experience grades was highly valued

'Excellent session, having different groups composed of trainees at different stages was invaluable'

'Worked well to get to discuss an interesting case. Very helpful to have senior trainees present who could give some clinical perspectives from cases they have seen'

'having different groups composed of trainees at different stages was invaluable'

The sessions were of interest and allowed more people to actively engage in learning

'Fun to work in teams and actively participate in the learning. Good learning tips as people were forced to focus on the salient points when writing slides'

'Fantastic group learning approach to teaching. I was very sleepy before teaching and I didn't feel tired at any point during. I think this speaks volumes'

Expansion of this training style was wanted

'New approach worked well - good to look at different areas and a different style of teaching/learning.'

'This is good as an option to use in the future.'

'Excellent interactive teaching. Nicely relaxed but incredibly informative'

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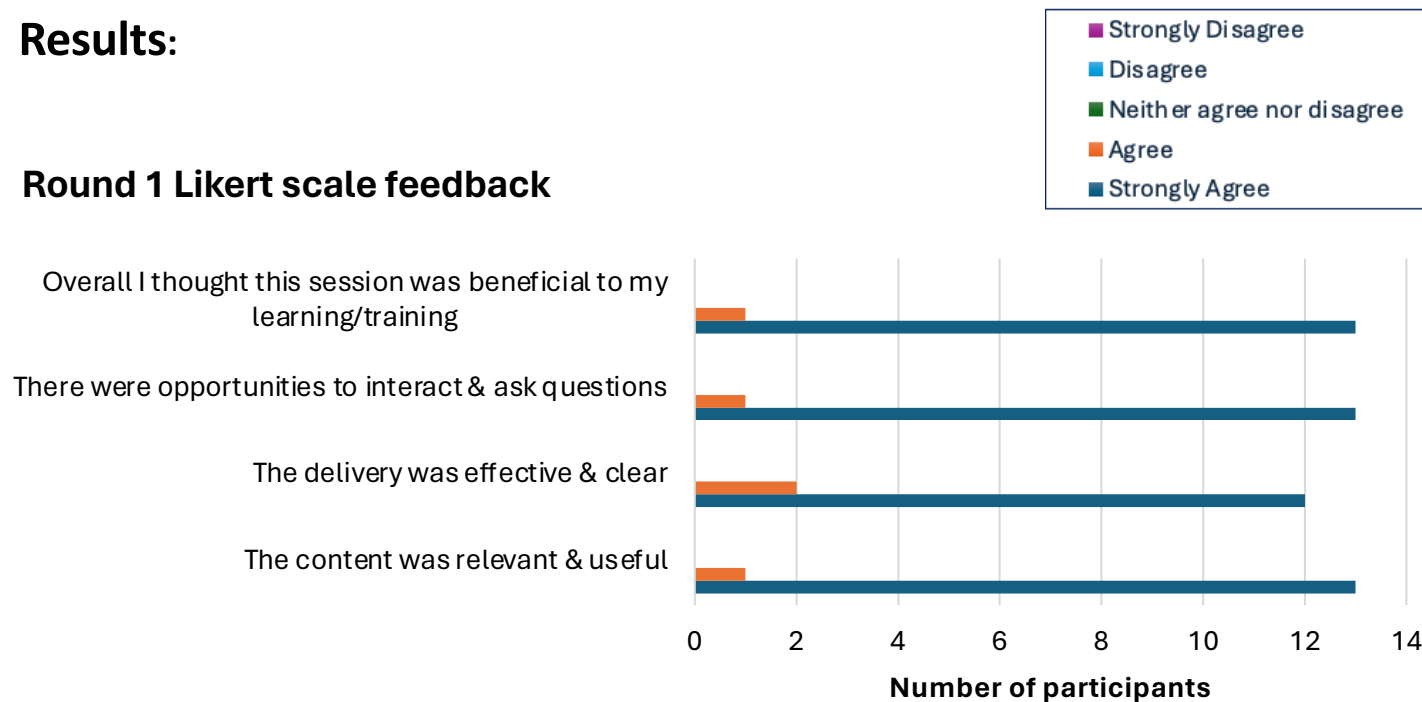
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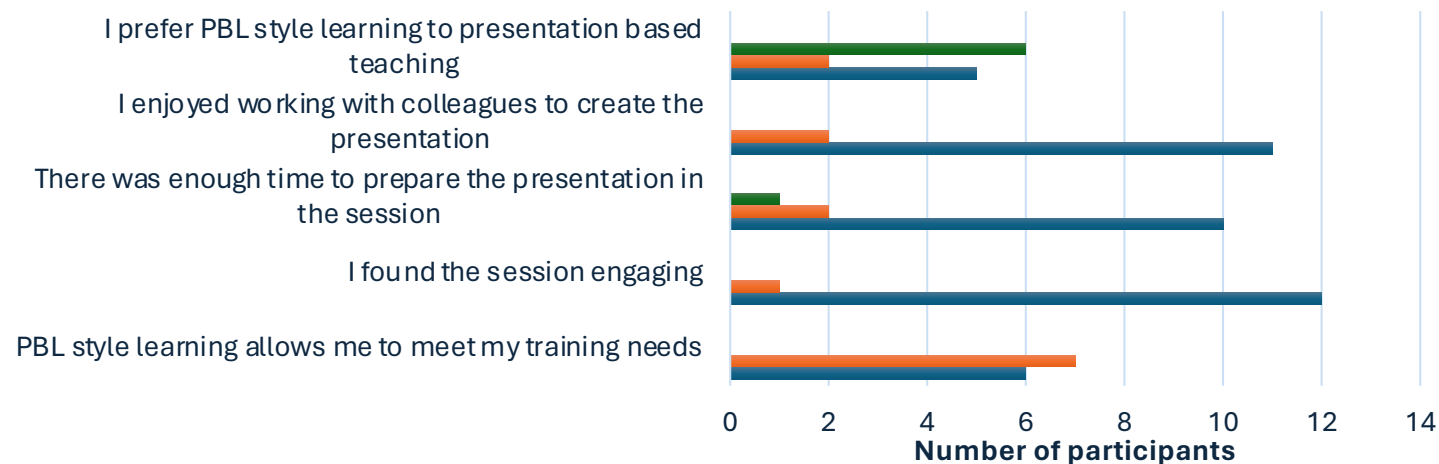
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Results:

Round 1 Likert scale feedback



Round 2 Likert scale feedback



Discussion:

- PBL has been demonstrated in our department to be a flexible and effective method of delivering trainee or consultant led postgraduate teaching.
- It requires limited preparation time prior to the session – just need to provide a case
- It is easily reproducible as requires only access to computers and presentation screen which are commonly available in teaching spaces
- We plan to expand this method of teaching to regular sessions in our teaching calendar
- In addition, this can be used in the event of last-minute presenter sickness or absence

References:

1. Chilkoti G, Mohta M, Wadhwa R, Saxena AK. Problem-based learning research in anesthesia teaching: current status and future perspective. *Anesthesiol Res Pract.* 2014;2014:263948. doi: 10.1155/2014/263948. Epub 2014 May 29. PMID: 24982673; PMCID: PMC4058836.