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WHAT ARE THE PERCEIVED BENEFITS OF AN INNOVATIVE OPPORTUNITY FOR GP TRAINEES TO TEACH MEDICAL STUDENTS?

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Introduction:

A recent survey in the Northern Region revealed that General Practice Specialty Trainees (GPStRs) wished for more opportunities to teach and 92% hoped for further teacher training. The RCGP states that 'specialty registrars in the latter stages of training are ideally placed to deliver some of the teaching, mentoring and clinical supervision required'. The aim of this study was to investigate to what extent the GPStRs thought a pilot of teaching medical students was useful in their development.

Methods:

Purposive sampling was used to identify GPStRs interested in education to teach Stage 4 medical students. The GPStRs were interviewed following their teaching opportunities using semi-structured interviews and the data was thematically analysed. Ethical approval was granted by Newcastle University.

Results:

All five GPStRs were interviewed and the overall theme was that trainees felt this was a valuable opportunity that inspired them to become involved with education in their future careers. A wider theme highlighted the interest from other trainees in teaching opportunities. The GPStRs felt the medical students valued being taught by GP trainees, who were closer to them in terms of the training they had undergone. The study also highlighted the need for feedback to the GPStRs on their teaching as well as the need for formal sessions on 'how to teach'.

Conclusions:

An understanding of the benefits of our teaching pilot will allow the Medical School and Training Programme to develop opportunities for GPStRs to be involved in education during their training. This may in turn attract GPs into education and inspire medical students to become GPs.

The pilot study will be expanded in the coming year, with further emphasis put on giving the GPStRs formal training on teaching skills and feedback on their teaching.

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WHAT ARE THE BARRIERS TO INVOLVING GP SPECIALITY TRAINEES TEACHING MEDICAL STUDENTS IN PRIMARY CARE?

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Introduction

Developing the skills required to teach is part of the curriculum for all General Practice Speciality Trainees (GPSTs). Teaching is also recognised as an effective method of consolidating learning, and the benefits of near teaching are well documented. However, studies suggest that GPSTs have limited opportunities to teach in Primary Care despite a desire to do so. A recent study also suggests there may be significant differences between the views of GP trainers and GPSTs regarding the appropriateness of GPST involvement in teaching in Primary Care. The aim of this study was to explore the perceptions of GP trainers of the barriers to involving GPSTs teaching medical students in Primary Care.

Methods

The study uses a qualitative, explorative approach: Three focus groups of trainers from the three training programmes in the Health Education England (northeast and North Cumbria) region were conducted. Focus groups followed a semi-structured topic guide and were subsequently audio-recorded and transcribed verbatim. Thematic analysis content was conducted using an iterative approach to guide further focus group discussion. Formal ethical approval was granted by Newcastle University.

Results

Initial thematic analysis suggests that trainers perceive that the educational needs of trainees, especially passing exams and e-portfolio, ought to be prioritised over teaching. Trainers also perceive that many trainees do not want to teach. Other emerging themes include; concerns over the quality of teaching; and concerns regarding the appropriateness of trainees delivering certain types of teaching, such as teaching that involves providing clinical supervision. Practical barriers to medical student teaching were also reported, including GPST central teaching coinciding with medical student teaching.

Conclusions

This study suggests that the dominance of exams and work-based placed assessments may be a significant barrier to involving GPSTs in teaching. Many trainers perceived that their trainees have limited motivation to teach, which contradicts recent quantitative and qualitative research. Trainers also worry about the ability of trainees to teach. Interventions to address these barriers, such as individual assessment of trainee motivation to teach and GP training programmes providing training and opportunities for trainees, may help increase involvement of GP trainees in medical student teaching in Primary Care.

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YOUTUBE BASED RESPIRATORY EDUCATION FOR PRIMARY AND COMMUNITY CARE: THE ROAD AHEAD WITH OSCESTATION

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Background:

Social media and eLearning videos are powerful learning tools and can help improve learning, demonstrate practical or complex procedures and simplify difficult topics^{1,2}. We shared these via our registered OSCEstation (objective structured clinical examination) video portal.

Methods:

YouTube videos were created for teaching healthcare professionals in the primary and community care settings on a variety of respiratory focussed scenarios and procedures. Our goal was for these videos to be viewed and shared worldwide for purposes of medical education with the aim of micro learning, note taking, comprehension of complex concepts, role-play, revision for exams and clinical application

Results:

3 high quality respiratory focussed eLearning YouTube videos were created across several clinical departments in Teaching Hospitals. To date there have been over 250,000 views of our respiratory videos and almost 15,000 users have subscribed to the channel, with excellent feedback related to them.

Conclusion:

The use of You Tube as a social media platform for teaching and learning is the road ahead for medical education. A quality assessed, structured and sustainable educational online platform like TheOSCEstation aims to meet the requirements of a new generation of learners.

References:

1. Logan R. Using YouTube in perioperative nursing education. *AORN J.* 2012;95:474 – 481.
2. SharoffL. Integrating YouTube into the nursing curriculum. *Online J Issues Nurs.* 2011;16:6.

