

PILOTING A BLENDED TEACHING PROGRAMME FOR GPVTS RESIDENT DOCTORS

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introduction

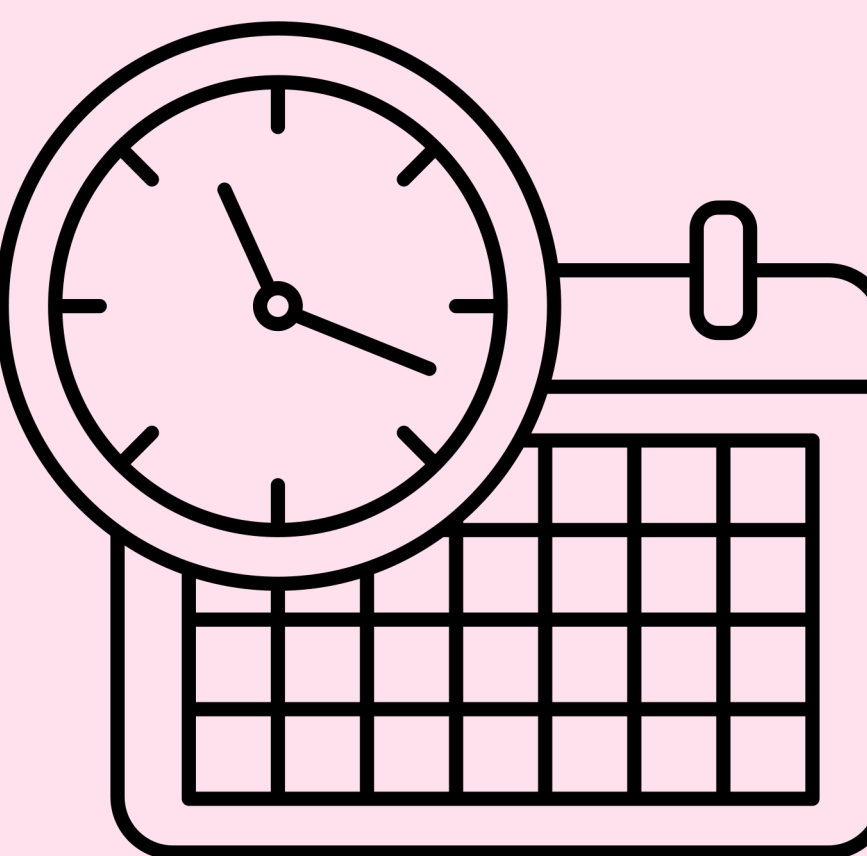
GPVTS resident doctors have specific learning needs based on their future practice as GPs, that are not addressed in departmental teaching during their Obstetrics and Gynaecology rotations. This teaching programme was developed to encourage reflective practice, self-guided learning and participation in giving and receiving feedback.

methods



Three different teaching formats were blended:

- Didactic presentation
- Case-based reflective discussion
- Low fidelity role-play simulation of history taking and counselling



The programme ran over 4 months with 5 doctors and feedback was collected pre and post.

results

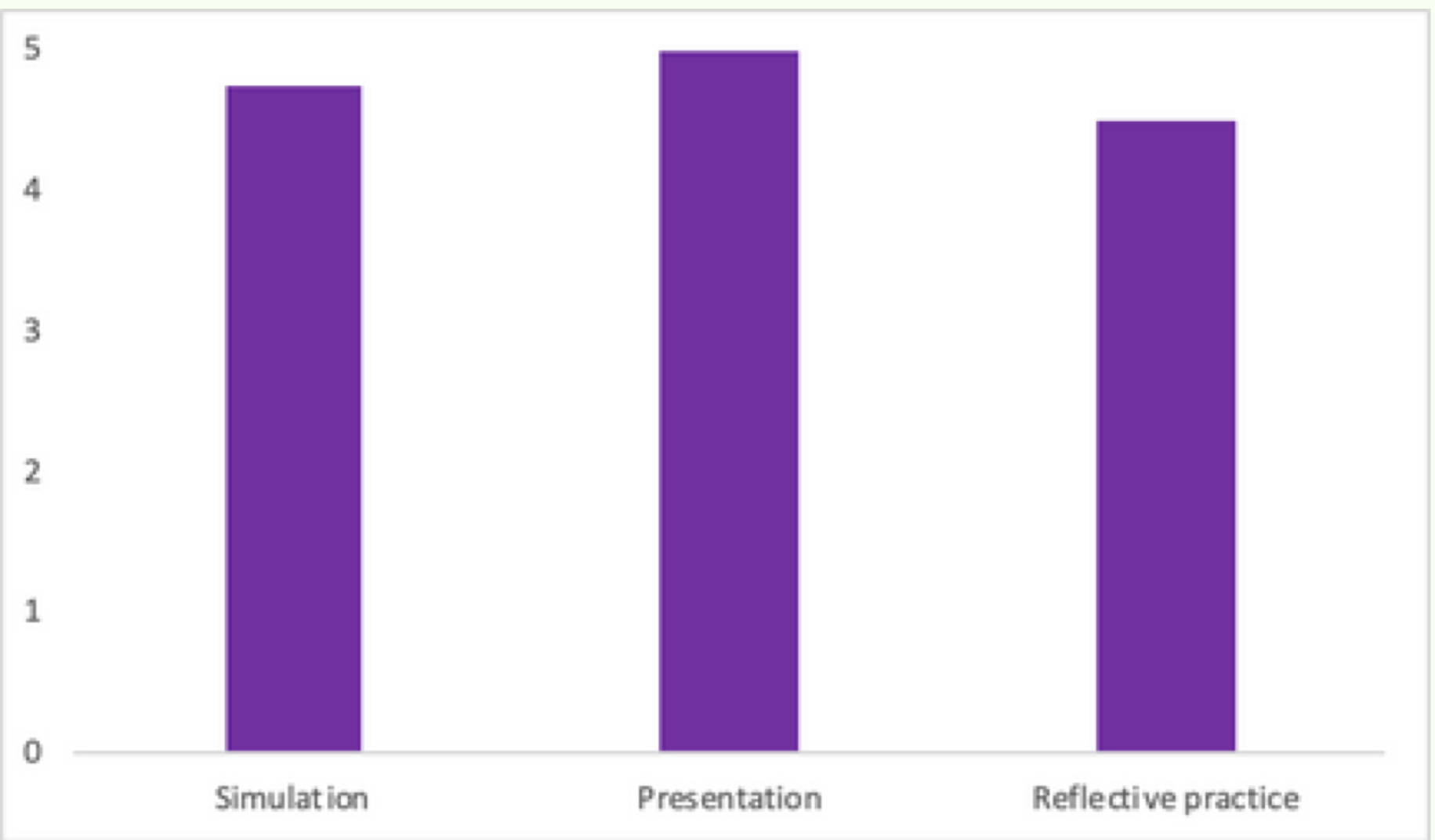


Table 1

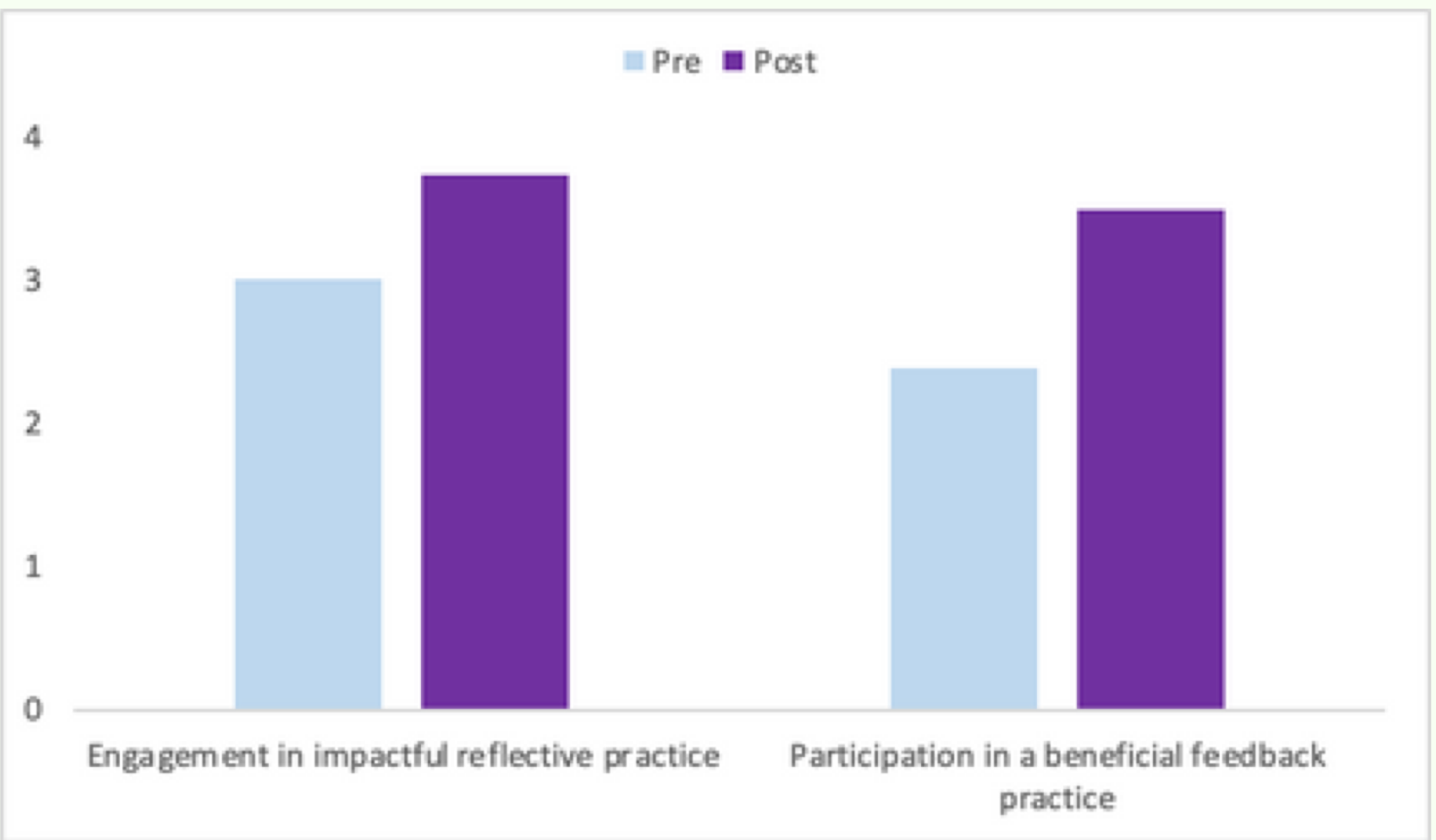


Table 2

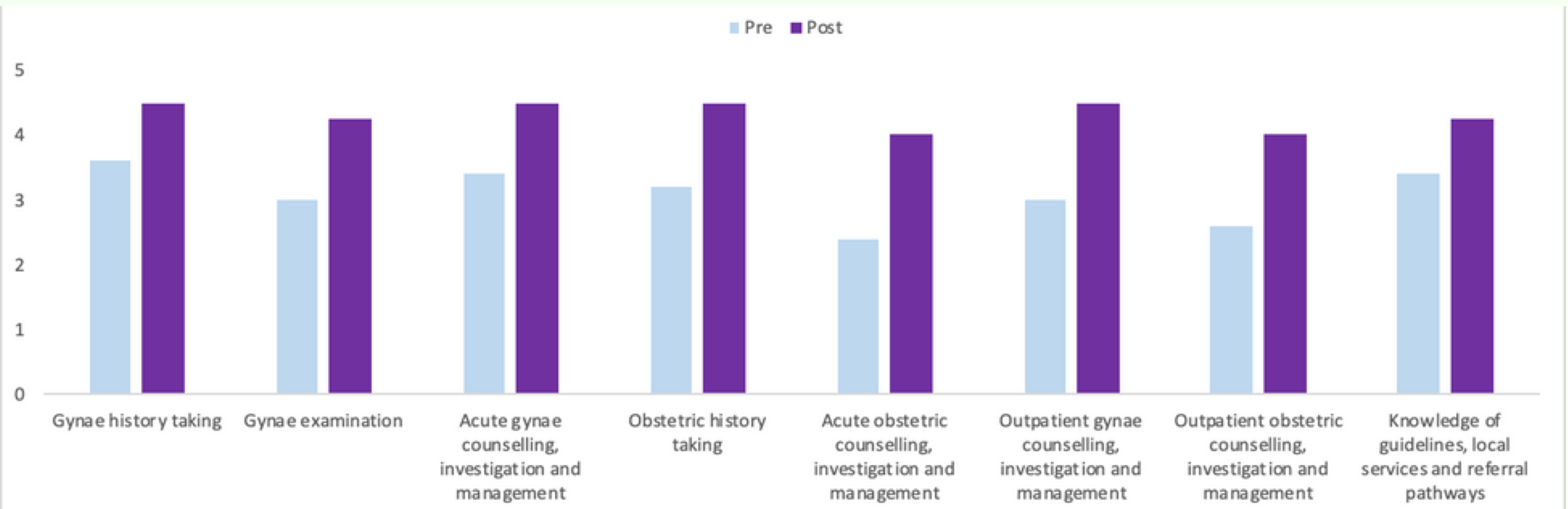


Table 3



Figure 1

Table 1: The self-rated educational benefit of different session types was measured on a 5 point scale (1- no benefit, 5- maximum benefit) with averaged ratings displayed.

Table 2: Averaged self-rating of engagement in impactful reflective practice and feedback across a 4 point scale (1- not at all, 4- definitely) is represented pre and post programme.

Table 3: Averaged confidence levels (1- no confidence, 5 - most confidence) are shown across various aspects of clinical practice pre and post programme.

All measures show improvement post-programme. All of the doctors stated they would recommend this programme to their peers.

discussion

Overall the programme achieved its aims. Results suggest the learners valued knowledge acquisition over feedback and reflective practice. this may be due to their perceived knowledge deficit. Figure 1 depicts challenges experienced during this pilot.