SUPPORTING TRAINEES, PROTECTING PATIENTS

Breaks from clinical practice are increasing and attrition rates are high in Paediatrics. The 2012 AoMRC's 'Return to Practice Guidance' highlights that skills and knowledge decline with absences longer than three months and doctors, employers and designated bodies should share responsibility for patient safety by facilitating supportive processes. The London School of Paediatrics PRACP course combines high fidelity simulation with workshops covering hot topics in acute paediatrics, a refresher on using e-portfolio and completing work-place based assessments, practical advice on job-sharing, rotas and pay, combining research and clinical training as well as mindfulness, fostering well-being and how to juggle family life and paediatrics. The course is also offered to other members of the paediatric multi-professional team in acknowledgment of its value to allied health professionals and as a means of encouraging the training simulation for all participants. Utilising Survey Monkey, qualitative data was collected for a two-year period (2015,2016), using pre course, immediate post course and four month post course questionnaires.

UNIQUE LEARNING NEEDS

99% doctors, 1% nurses

Post CCT 4%
Level 1 22%
Level 2 34%
Level 3 40%

60% post maternity leave, 13% research

Top 5 trainee concerns about returning to work

• Atrition of practical skills
• Knowledge gaps
• Leadership responsibilities
• Work life balance
• Loss of confidence

RELEVANT CONTENT, FLEXIBLE APPROACH

High Fidelity Simulation

Scenarios were 'more challenging and appropriate', better than those on APLs', 'more realistic' and 'better managed'. Trainees valued the 'un-threatening', 'relaxed no-risk environment', that 'it was ok to get it wrong' and that the 'safe and confidential space' was emphasised from the start. 'Excellent debriefing', 'supportive and well aimed' feedback.

LTTF/Work Life Balance/Resilience

Trainees specifically highlighted the value of being able to discuss 'LTTF', 'arrangements, practicalities and issues with a deanery representative' available. The emphasis on self care' and the opportunity to 'hear perspectives from people at many different stages of training', on a topic, which is 'often overlooked' and 'not discussed much' was appreciated by trainees.

Usefulness of sessions

Simulation

Useful in all aspects

WPRA/Eportfolio

Useful in all aspects

LTTF

Useful in all aspects

Work life/resilience

Academic

Strongly agree
Agree
Neither
Disagree
Strongly disagree
Not applicable

0% 20% 40% 60% 80% 100%

Simulation runs parallel to workshops, allowing trainees the option for more simulation experience.

BUILDING CONFIDENCE, NOT ASSESSING COMPETENCE

A safe environment is maintained by ensuring course attendance & participation in simulation is not mandatory and participants are not subject to assessment. From 2015, in anticipation that trainees may soon be required to prove their competence before returning to work and acknowledging the challenge of dealing with struggling trainees, data was collected to explore what level of documentation & feedback trainees would find acceptable.

TRAINED PERSPECTIVES

The importance of work life balance and making a little me-time

I can get up to London without my baby for the day and we both survived!

Encouraged me immensely at a time when I’m feeling quite vulnerable

I remember more than I thought I did

It will all come back and the confidence to believe me

There is a lot of help out there, is just about being vocal and let our mentors know our training needs

Need to be rolled out nationally. There is nothing like this in my old deanery

Things, are L, and haven't changed that much

It’s hard job. Be kind to youself

The importance of supportive training and being prepared them clinically is invaluable

I don’t have to be as interested as I imagined

It needs to be rolled out nationally. There is nothing like this in my old deanery

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REFERENCES