

Snap & Share!

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A Novel Approach to Medical Education

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Background

- Junior doctors rotate between different hospitals and specialities to gain a breadth of experience early in their training. This can mean that junior doctors may have little experience of the specialty that they are working in.
- This may make them feel less confident in managing common problems and may present a risk to patient safety.
- Roads are very busy and often short staffed which may mean fewer teaching opportunities
- Innovative ways of maximising learning from teaching experiences need to be developed
- The new RCPCH progress curriculum encourages trainee-led learning

Example Snap and Share

Royal Free London NHS Foundation Trust

Bringing the Curriculum to Life

Issue: Jaundice in the 1st week of Life

Key points of the case:

Learning points:

- Pathophysiology of jaundice: 1) Immature liver, 2) Increased RBC volume, 3) Shortened RBC lifespan, 4) Enterohepatic circulation
- Bilirubin pathway ...
- Risk factors for significant jaundice: prematurity, ABO incompatibility (previous sibling req. phototherapy), exclusively BF, jaundice in 1st 24 hours.
- Physiological jaundice ...

Curriculum domain(s): Neonatal Medicine

Action points:

- Remember "exaggerated" physiological jaundice, i.e. polycythaemia, cephalohaematoma, delayed passage of meconium, swallowed blood etc.
- Unconjugated vs Conjugated hyperbilirubinaemia
- 1st 24 hours of life: RED FLAG
- Unwell baby with jaundice >24h: think about galactosaemia!
- Management: phototherapy, investigations, pharmacological agents (IVIG), exchange transfusion

Resources / further reading:

- 1) NICE guidelines
- 2) Local jaundice guidelines

Date & setting of discussion: 13/02/2019
Neonatal/Paediatric Teaching

RCPCH Progress
Paediatric curriculum for excellence

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What are we trying to accomplish?

- Increase confidence of juniors in managing common paediatrics problems
- Maximise the learning from each teaching opportunity and share it with as many juniors as possible

How will we know that a change is an improvement?

- We asked juniors to rate their confidence before and after receiving the material

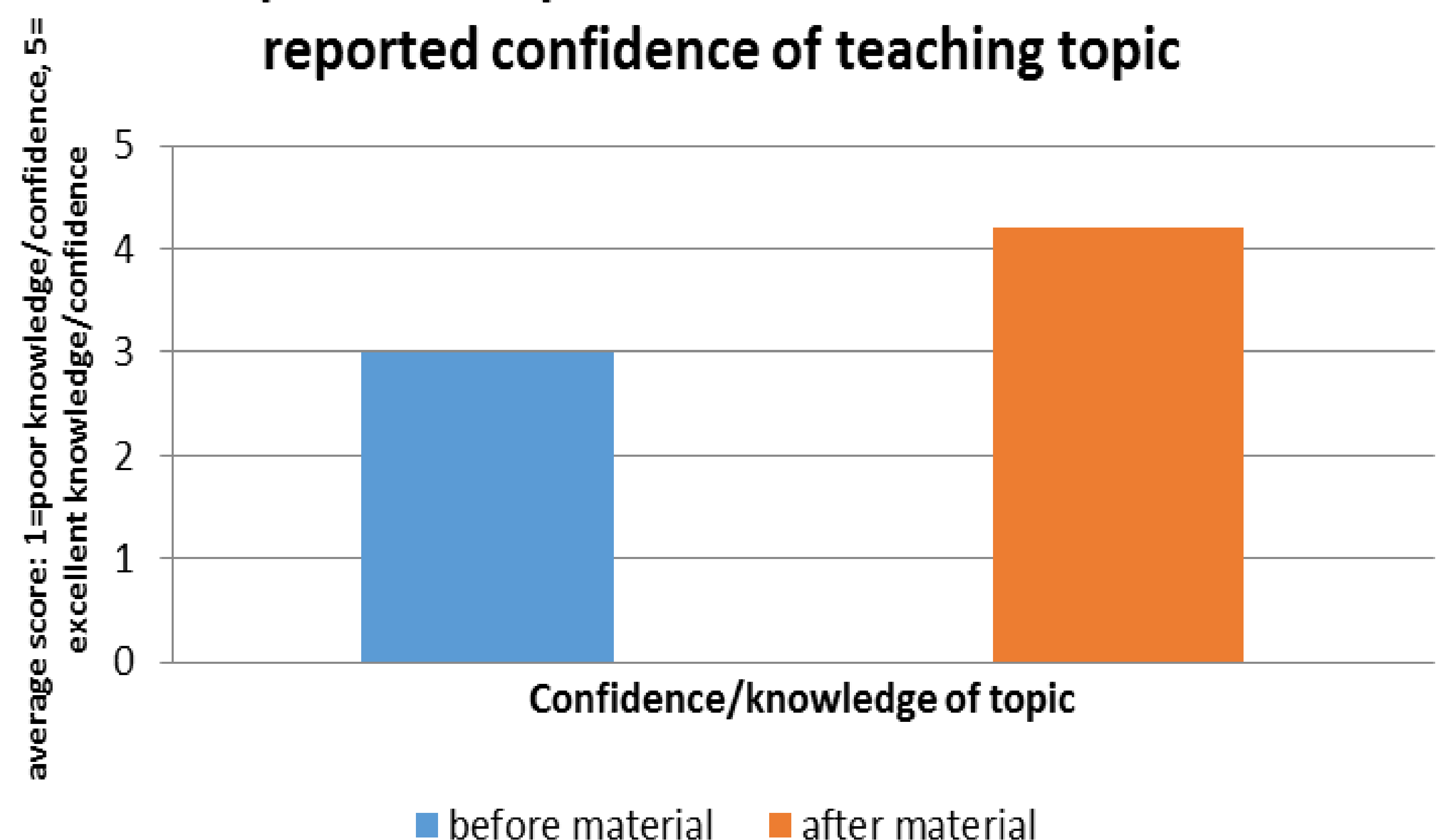
What change can we make that will result in improvement?

- A proforma was introduced to record key learning outcomes from each morning teaching session (simulation and case based. This was shared amongst all junior doctors in the department by uploading it to the juniors' WhatsApp Group – 'Snap and Share

Results

- Trainees reported a mean **40% increase** in knowledge and confidence of the topic after receiving the 'snap and share' material

Impact of 'snap and share' material on self-reported confidence of teaching topic



Conclusions

- The 'snap and share' model is effective for engaging trainees in learning and improving confidence in topic material
- Sharing learning in this way maximises learning opportunities in paediatric trainees in this department