



OBJECTIVES

Background: Consistency in departmental teaching is essential for ensuring high quality patient care and skill development among paediatric doctors. A structured and standardized approach to teaching enhances learning outcomes, promotes evidence based practice and improves patient care.

Objective: Identify key challenges, implement best practices, and foster a cohesive educational framework to enhance consistency in departmental teaching for paediatric doctors.

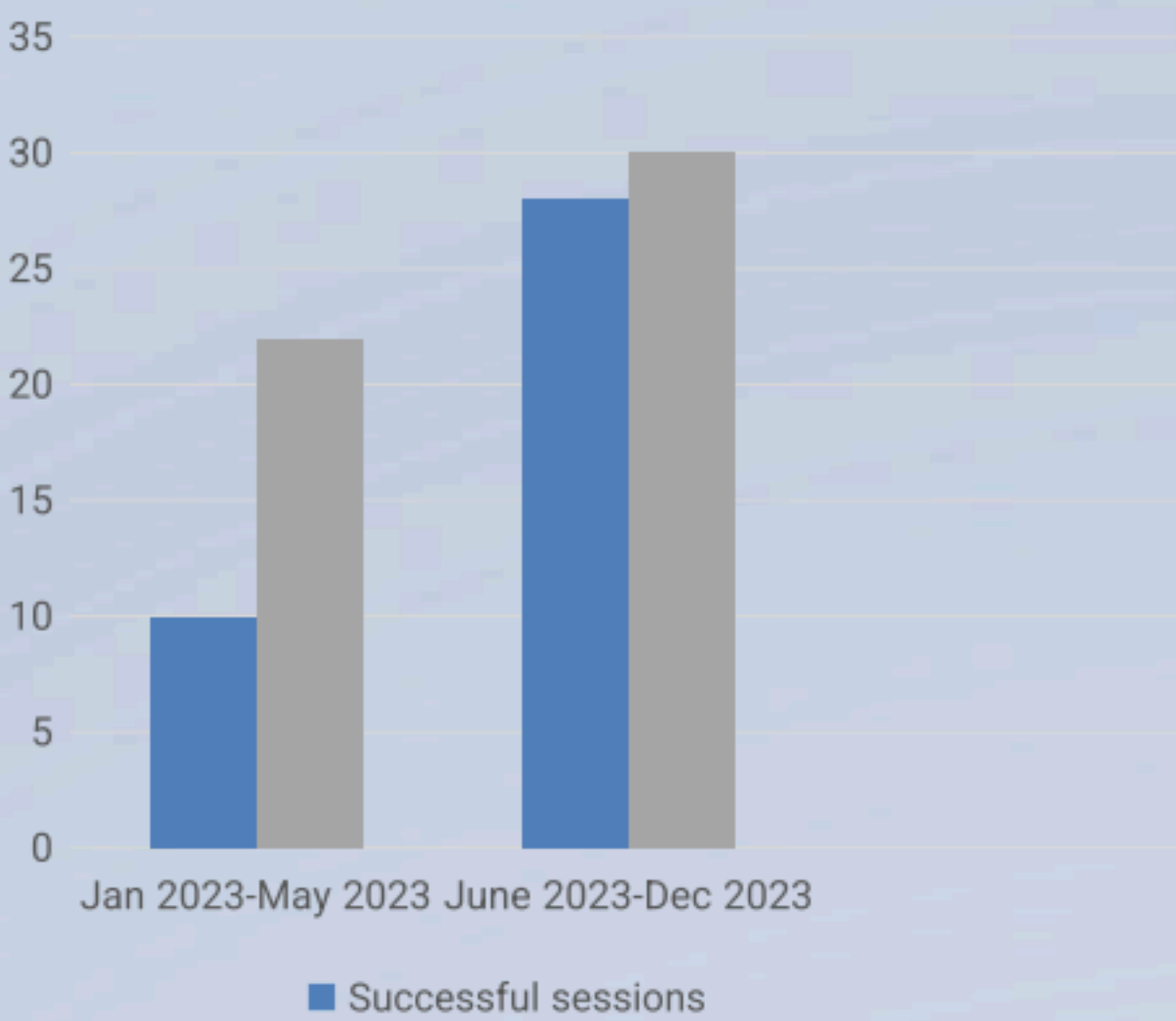
METHODS

- I looked at the attendance and feedback forms from departmental teaching events in last 6 months (Jan-May 2023)
- Data regarding barrier to attending teaching or delivering teaching was collected in the form of feedback forms.
- For the period June-Dec 2023, a designated day of the week (Tuesday) was assigned for departmental teaching, which was to be led by registrars and aimed at discussions around best practice for paediatric doctors.
- Feedback forms and attendance was meticulously collected during this time period and compared with the previous 6 months.

RESULTS

- Out of just over 20 teaching sessions that were scheduled during Jan 2023 to May 2023, just 10 were successfully hosted and attended(45.4%).
- This is in striking contrast to 30 sessions scheduled during June to Dec 2023 period where more than 25 sessions were successfully delivered (93.3%)
- Successful delivery of a teaching session was defined as being able to run a one-hour session where attendance was >=5 delegates.

Comparison of Consistency in Departmental Teaching over 6 months



CONCLUSIONS

From data analysis of previous 6 months, I found the following barriers to organizing a successful teaching session:-

- Unavailability of presenters during designated days. This could be due to annual leave, sickness, lack of sufficient prior notice.
- Absence of a central platform for sending reminders about the teaching session.
- Pre- allocation of topics to presenters which was often out of their special interest.

How did I improve this practice? Points for improving involvement in departmental teaching:-

- Pre prepared teaching roster were generated where presenters were given a choice in choosing dates and topics for their teaching session. This ensured consistency, involvement, and team collaboration.
- Reminders about teaching session circulated on whatsapp group ensured better attendance.
- Option to present and attend teaching virtually via teams by disseminating a pre-populated link on whatsapp group.
- Pre-designed feedback forms for presenters were circulated on whatsapp group which served as additional incentive.
- Certificate of thanks for presenters which made them feel appreciated and valued for their efforts.