

Trainees Teaching Trainees

Dr C. Moran (CT3 Anaesthetics), Dr A. Primrose (Consultant Anaesthetist), QEUH, Glasgow.

Anaesthetics, with its wide scope of practice, attracts a diverse range of clinicians, many of whom will have gained a wealth of experience in other complementary specialties prior to commencing core training. Within our department only 1 trainee out of 12 commencing the anaesthetic speciality training programme this year, had joined straight from Foundation year 2. The remainder had undertaken a variety of other medical based roles or fellowships including education, intensive care, geriatrics, paediatrics, emergency medicine and pharmacy. Currently there is no way for this existing knowledge base to be formally identified and hence, this rich source of expertise is being underutilised. Here we present a novel example of peer-to-peer teaching that facilitates the transfer of specialist knowledge and skills to better prepare Stage 1 trainees for their first roles in anaesthetic sub-specialities.



Methods

An initial survey (table 1) was sent out to all stage 1 anaesthetic trainees. This identified a knowledge gap in neonatal resuscitation, a useful skill to acquire prior to commencing an obstetric or paediatric rotation.

A stage 1 trainee in our department who had 4 years' experience as a paediatric trainee prior to entering Anaesthetics training volunteered to run a departmental teaching session that covered resuscitation of a newborn and hands on experience using a neonatal Resuscitaire. A manikin was sourced from our practice development team at no cost and the session was undertaken in our theatre department. Trainees attended the teaching session during Educational Development Time and were re-surveyed immediately after.

Results

100% of the trainees reported that they found the teaching relevant and useful. After the teaching, 80% of the trainees reported they felt confident in the management of neonatal resuscitation and 80% felt confident in using a Resuscitaire. This was a 67% and 61% increase respectively.

Table 1. Survey questions

Question	Answer options				
	Extremely confident	Somewhat confident	Neutral	Somewhat not confident	Extremely not confident
How confident do you feel in performing the initial management of neonatal resuscitation?					
How confident do you feel in using a Resuscitaire?					

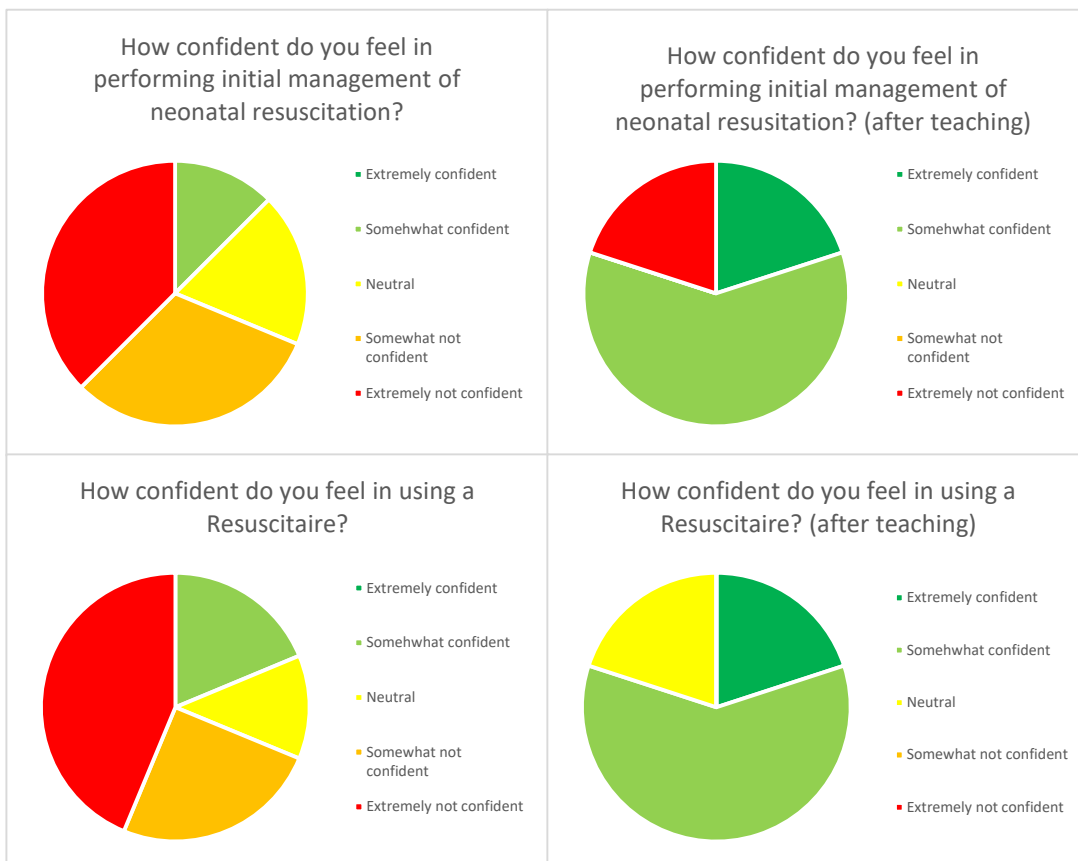
	Yes	No
Are you aware of any local courses in the management of neonatal emergencies?		
Would you be interested in the management of neonatal resuscitation?		

Conclusion

Anaesthetic trainees with prior clinical experience in other specialties are an invaluable resource that should be utilised more to educate and teach colleagues. It is a low cost and low resource intervention that has great benefits for individuals and the wider department. It provides a great teaching opportunity for those trainees providing the teaching as well as an educational benefit for those receiving the teaching.

Resuscitation of a neonate is a stage 2 key capability in the RCOA 2021 curriculum learning syllabus. 1 and is a useful skill to acquire prior to commencing the anaesthetic obstetric rotation. By matching the skill base of our anaesthetic trainees with the educational needs of fellow trainees we provided cost neutral education that benefited all.

Following the success of this pilot, we look to expand this initiative to include other specialist skills and there has been interest in widening the pool of potential learners to



References

1. 2021 curriculum learning syllabus stage 2: Resuscitation and Transfer | The Royal College of Anaesthetists (rcoa.ac.uk) published 09/02/202.