

Learning Climate in Irish Anaesthesia training hospitals

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Introduction

What is learning climate and why does it matter?

- Learning climate is defined as the learners' perception of their environment
- Good evidence that learning climate is a major determinant of trainee behaviour
- Influence over what learners actually learn

Why measure learning climate?

1. Useful as a measure of quality of curriculum/education provided
2. Measuring itself has been associated with improvement
3. Useful to inform and evaluate change – timely with implementation of Competency based training assessments
4. It has been recommended that measurement become standard practice

Mixed methods study

Objectives

1. Quantitative – Survey

- To measure Learning Climate in Irish Anaesthesia training hospitals using the ATEEM
 - Anaesthetic Theatre Educational Environment Measure

1. Qualitative - Focus Groups

- Further evaluate any issues identified by survey

1. Survey

Methods

Validated 40-item instrument

Speciality specific tool

5 domains assessed

Minimum score: 0 – Maximum score: 160

Piloted to ensure clarity/ease of completion

SPSS v23

1. Quantitative Results

- 118 trainees completed survey
- 8 sites
- Overall scored learning climate at 115/160

1. Quantitative Results

Domain	Overall % for domain
Autonomy	75.8%
Perception of atmosphere	76%
Perception of workload/supervision/support	70%
Perception of teachers	75.4%
Learning opportunities	67%

2. Qualitative Results

- 2 focus groups, 16 trainees
- Survey informed focus group questions
- Framework analysis to derive qualitative interpretations

2. Qualitative - Themes

1. Lack of Resources

1. “Plateau”
2. Service provision
3. Mistakes go uncorrected

2. Persistence of the Role

3. Gap between business and consultants

2. Qualitative - Themes

1. Lack of Resources

2. Transience of the Role

1. Sense of not being trusted
2. Need to defend practice
3. Power of nursing staff

Gap between nurses and consultants

2. Qualitative - Themes

1. Lack of Resources
2. Transience of the Role
3. **Gap between trainees and consultants**
 1. Ability to speak out
 2. Importance of learning from peers
 3. Assessment process

Discussion

- Willingness to participate was notable
- Positive findings from quantitative results
- Irish trainees described the positive aspects of training including learning from their peers
- Areas of concern trainees feel they do not receive enough feedback on their performance, and the sense of a widening “gap” with consultants

Conclusion

- Measuring learning climate was feasible
- Future directions include
 - Implementation of recommendations
 - Remeasurement of learning climate by means of circulating to entire trainee body