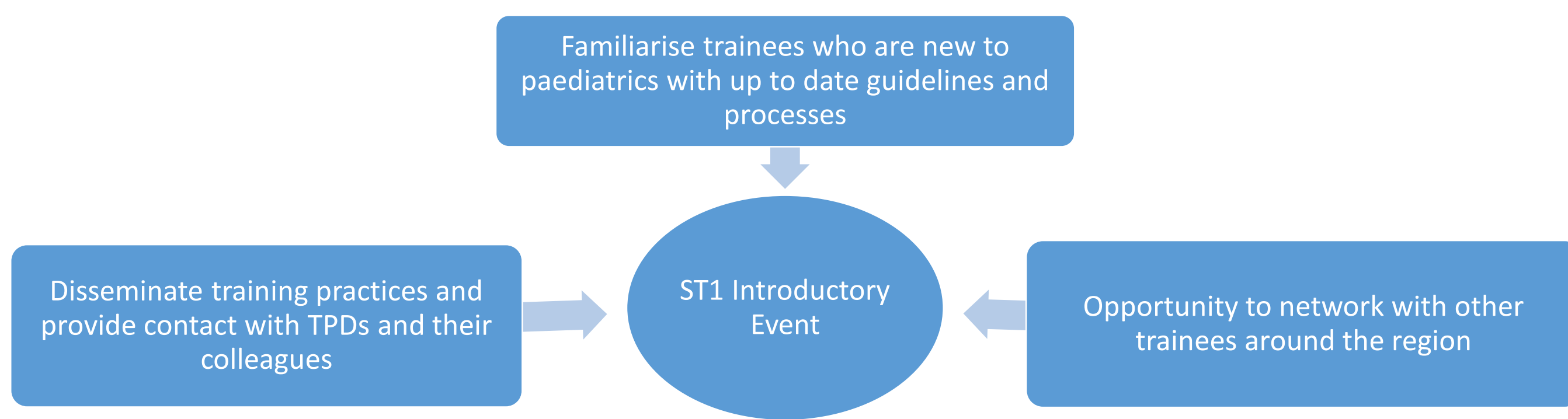


FACILITATING SIMULTANEOUS VIRTUAL AND IN-PERSON EVENTS DURING THE PANDEMIC

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BACKGROUND

- New paediatric trainees starting in the East of England Deanery have historically attended face-to-face introductory events
- Held exclusively for ST1s, these events have been successfully running for the last five years. They serve to;

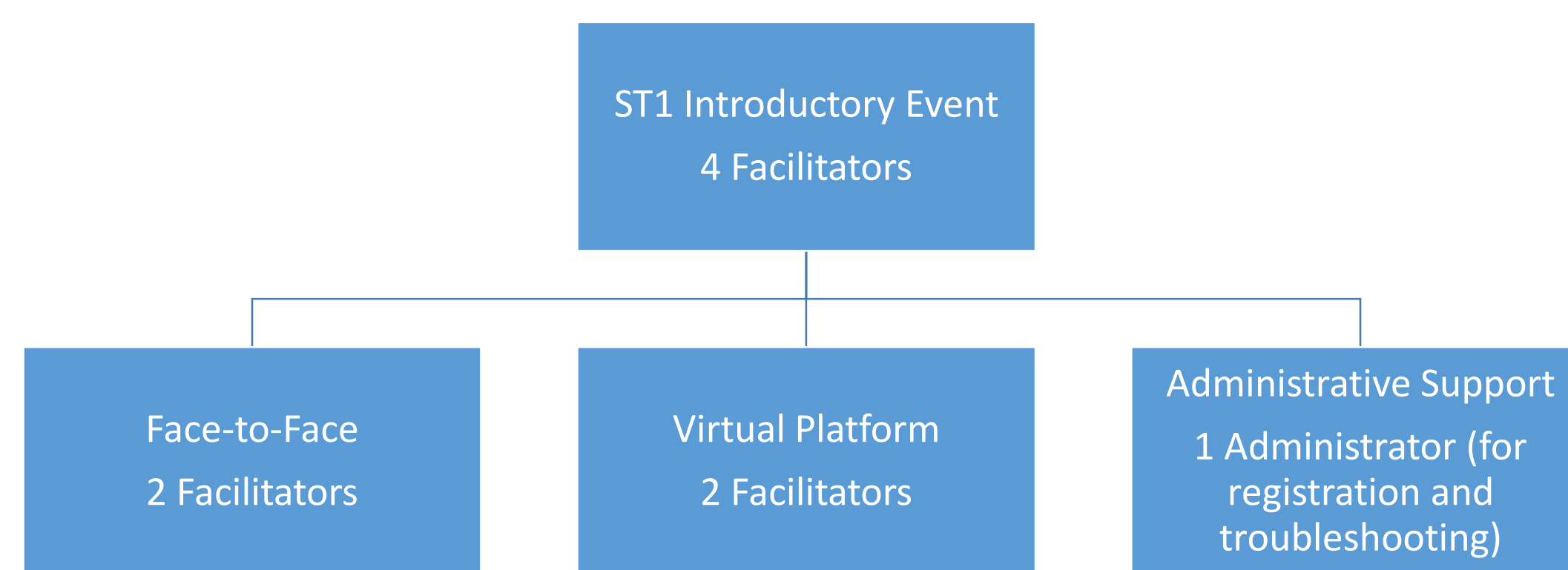


- We investigate the effectiveness of facilitating this event as both a virtual and face-to-face event simultaneously.

METHOD

- All incoming ST1s were sent an electronic invitation to sign-up and asked to indicate their preference for virtual vs. face-to-face attendance.
- The virtual and face-to-face event were run simultaneously; with a total of four facilitators (see Fig.1).

Figure 1: Facilitator Allocation

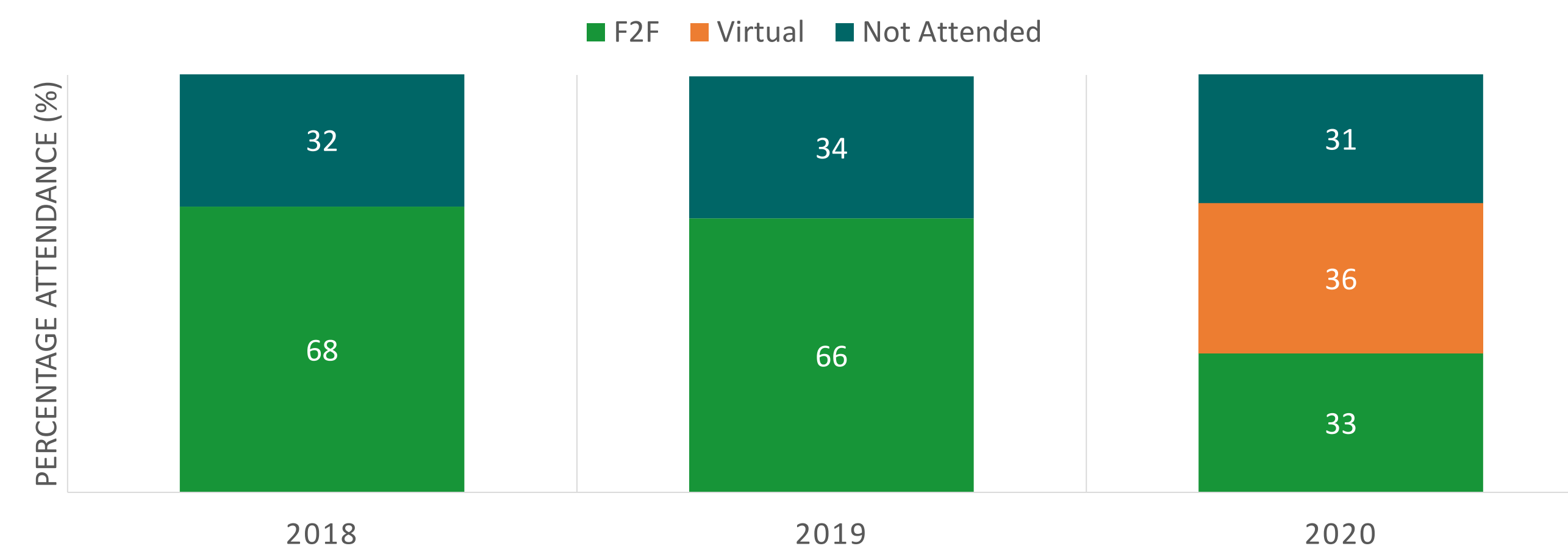


- Similar to previous years, the Postnatal and PAU workshops were run in three “breakout rooms” whilst plenary speakers were asked to either “dial in” or pre-record their lectures
- Qualitative data was collected via a post-course survey and compared to previous years
- Facilitators were given an opportunity to reflect and debrief following the session. These responses have been collated and reviewed

RESULTS

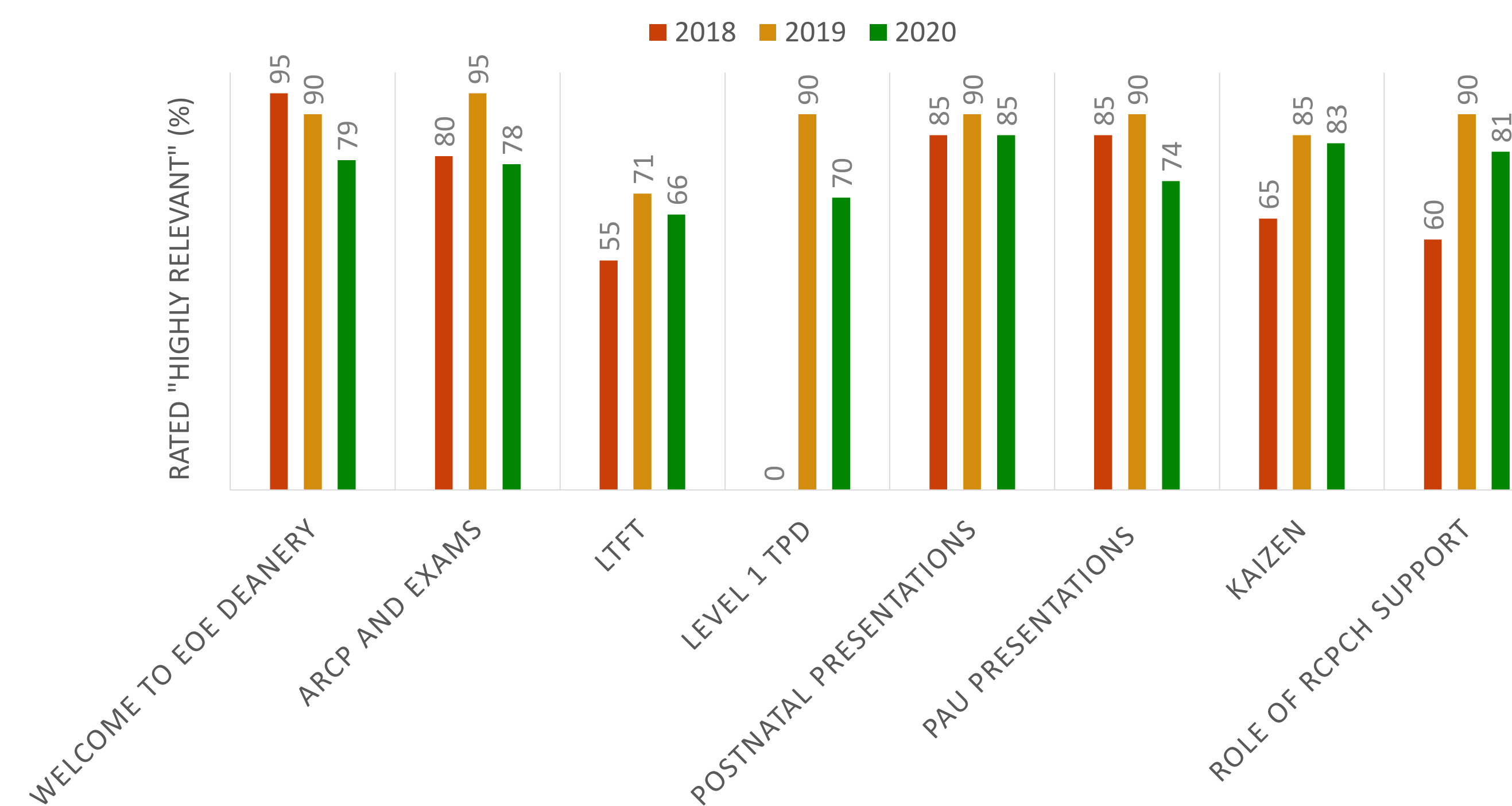
- This event was attended by a total of 27 trainees. Fig. 2 compares the attendance rates in proportion to the number of ST1 trainees joining East of England that academic year.
- For 2020; there is an equal split between trainees attending face-to-face and virtually.

Figure 2: ST1 Introduction Day Attendance



- We were able to cater for everyone’s first choice preference, illustrating that there is an appetite for both types of event
- Fig. 3 illustrates the plenaries and workshops, and the percentage of trainees who found them “highly relevant” to their needs. This is divided per academic year.

Figure 3: Plenary Relevance



- There is a lot of variation depending on the topic of the plenary e.g. Less than Full Time Training scores consistently low across all three years.
- Saying this, comparatively fewer trainees in 2020 rated sessions as highly relevant. All the plenaries were delivered remotely and this may account for this outcome. Even so, on average 77% trainees found sessions highly relevant which is still respectable.

RESULTS CONTINUED

- We asked trainees and trainers to comment on the interactivity of the day (see Fig. 4), which shows trainees were engaged and given many opportunities to ask questions. Facilitators conversely did not enjoy the experience.

Figure 4: Trainee Feedback vs. Trainer Feedback regarding Interactivity



- Facilitators were anxious about the potential for technological issues. However there were no complaints from virtual attendees. Furthermore we catered for this scenario by having an administrative staff member present throughout the sessions.
- Trainees attending in-person felt safe and comfortable with social distancing measures. This adds credit to this dual approach model as safety is not being compromised.



CONCLUSION

- Simultaneous virtual and face-to-face events are possible, and do NOT adversely affect interactivity
- Although devised to better meet trainee needs during the COVID-19 Pandemic, there is a scope to continue this blended learning approach given the geographically large area covered by the East of England
- Further research focusing on “Ground Rules” and “Facilitator Support and Training” is required to ensure trainers are getting timely feedback that learning objectives are being met.