

Rheumatology multidisciplinary team learning through COVID challenges

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Introduction

- 2020 was a challenging year for healthcare workers during the COVID-19 pandemic.
- In a small paediatric subspecialty this was particularly felt through the PIMS-TS wave, staff shielding and redeployment to other services.
- As a result the multidisciplinary team (MDT) felt there was a need for ongoing collaborative learning, communication and interaction within our community of practice (1) while we were physically separated.

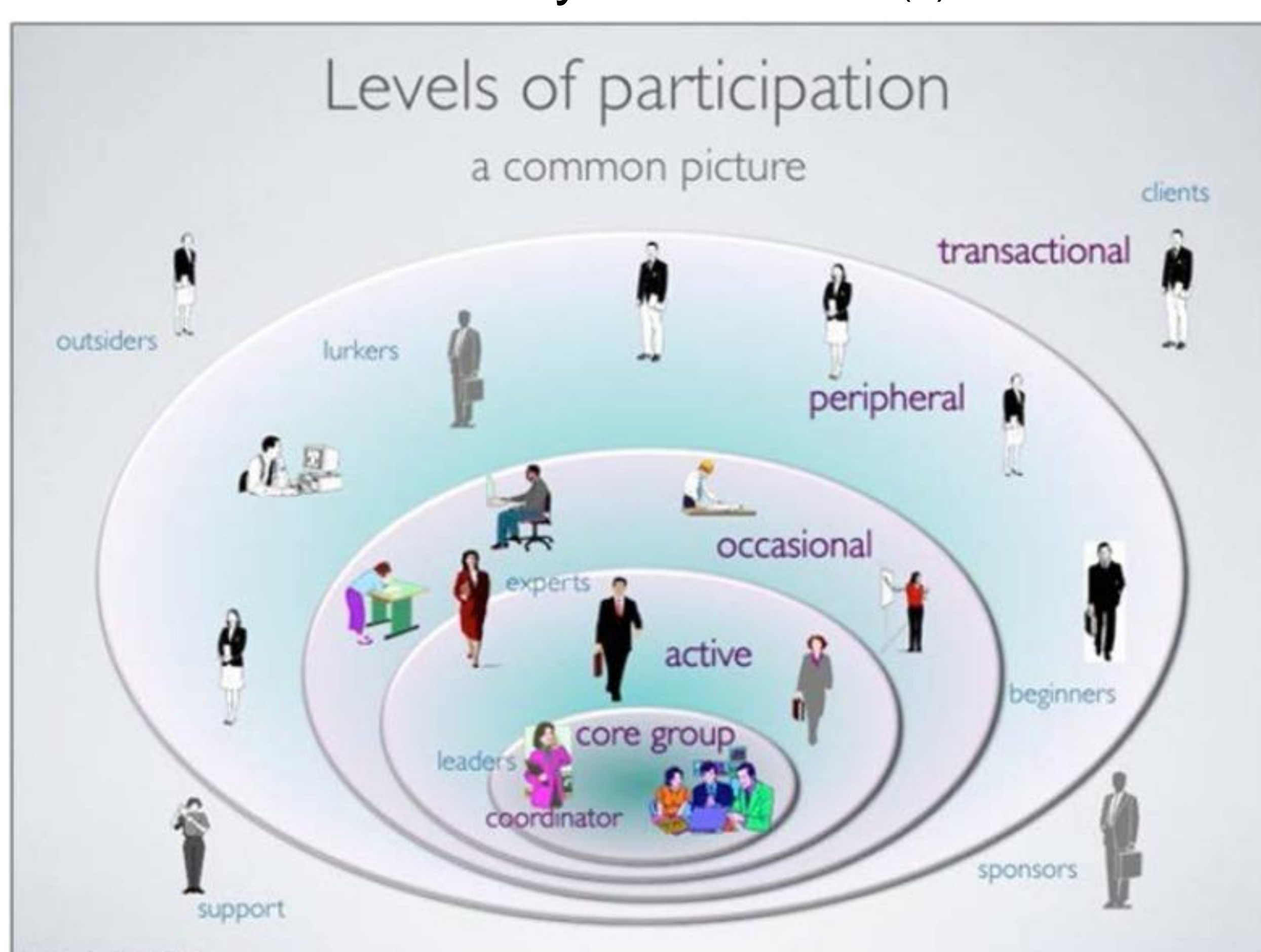
Aims

- Successful implementation of an MDT teaching programme.
- Participation from all areas of the team.
- Input from other specialties.
- Allow incoming fellows to meet their team and gain insight into the service before commencing their new roles.

Methodology

- Virtual weekly peer teaching sessions were established to include the current rheumatology MDT, incoming rheumatology fellows, ophthalmology, infectious diseases and cardiology colleagues.
- All members led sessions with an emphasis on active learning styles with consultant facilitation.
- Through presenting and participating in sessions all members moved through different areas of the community of practice (1) and miller's pyramid (2,3).

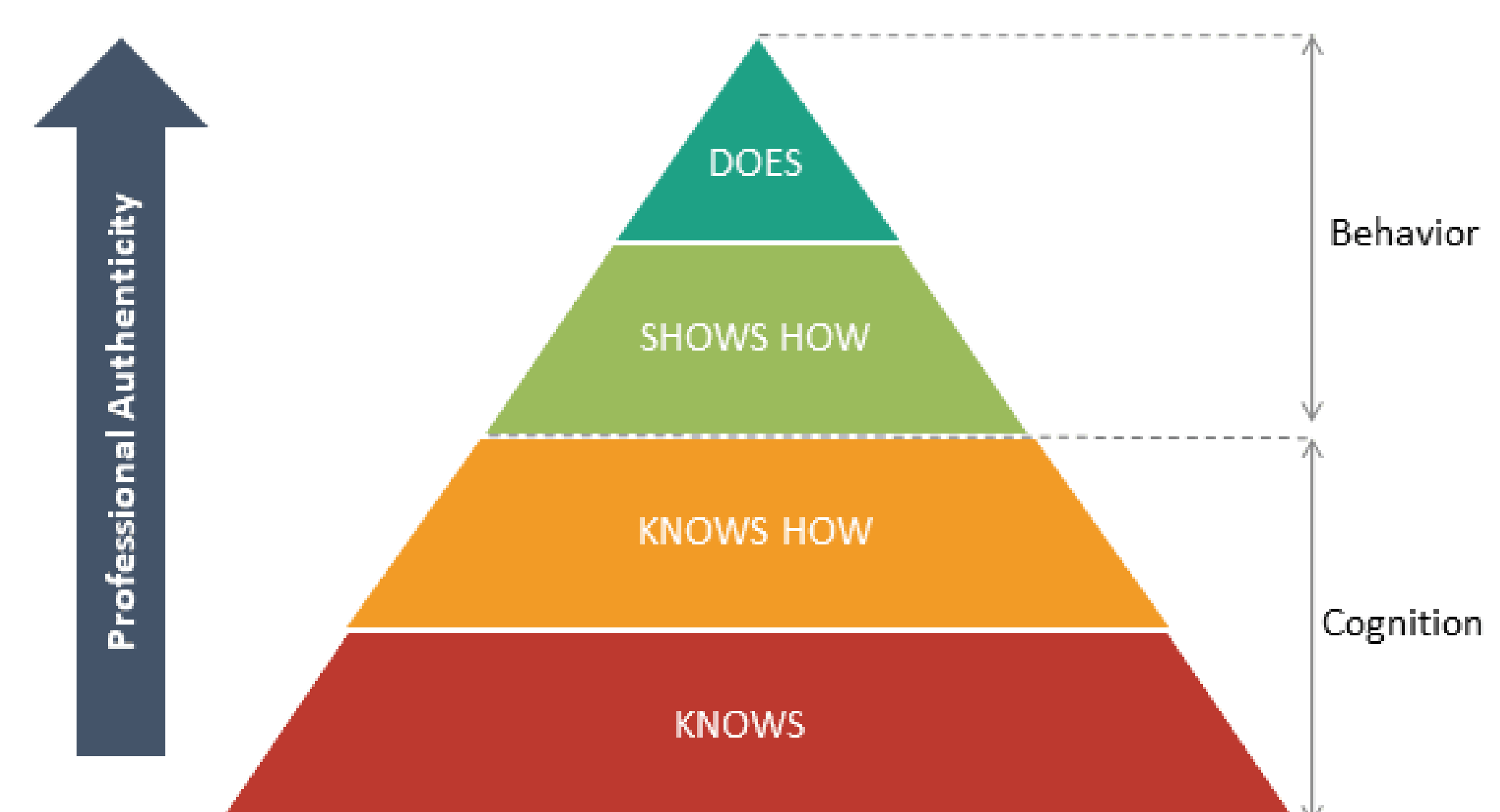
Community of Practice (1)



Results

- The open approach helped emphasise the peer learning relationship within our community of practice, encouraged all team members to participate and utilised several stages of Miller's pyramid (2,3).
- The online platform selected allowed multiple users to share and edit each teaching document for later knowledge consolidation.
- Successful MDT teaching sessions throughout the pandemic and job transitions for clinical fellows
- Incoming medical staff had already interacted with the clinical team enabling smooth integration.
- Increased team familiarity with and knowledge of trust technology systems and how to access both on and off site.
- Unfortunately when normal service and clinical activity resumed it was more challenging to coordinate scheduled inter specialty sessions.

Miller's Pyramid (3)



Conclusion

- Through a difficult time for the service this new teaching programme enabled participation from all team members and allowed future members to join the learning experience in anticipation of their new job.
- This provided a weekly space for team members to interact and support each other through a challenging time where we were physically separated.
- We would recommend a programme similar to this where possible for all small clinical teams.

References:

1. <https://www.ncbi.nlm.nih.gov/books/NBK493819/figure/ch5.f1/>
2. Work based assessment, J J Norcini, BMJ 2003 Apr 5; 352(7392): 753-755
3. <https://www.sketchbubble.com/en/presentation-millers-pyramid.html>