

Evaluation of the acceptability of the Learning Outcome Attainment Grid to HST trainees - a cross-sectional mixed-methods study.

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Introduction

The College of Psychiatrists of Ireland provides a rigorous but complex curriculum for postgraduate training in psychiatry

Learning outcomes (LO) are the primary currency of the learning outcome attainment grid (LOAG)

Workplace-based assessments (WPBA) are the tools used to provide evidence these LO have been achieved

Question : Is the use of learning objectives, workplace-based assessments and the Learning Outcome attainment grid to direct training acceptable to Psychiatry Trainees?

Our study aims were:

Describe the training experience of Higher Specialist Training trainees in Psychiatry regarding:

1. acceptability of the LOAG grid
2. the availability of learning opportunities
3. competence within subdomains
4. Use of WPBA

Methods

Study design: Cross sectional , mixed-methods study, QUAN-qual – concurrently

Quantitative: development, distribution, and analysis of a questionnaire

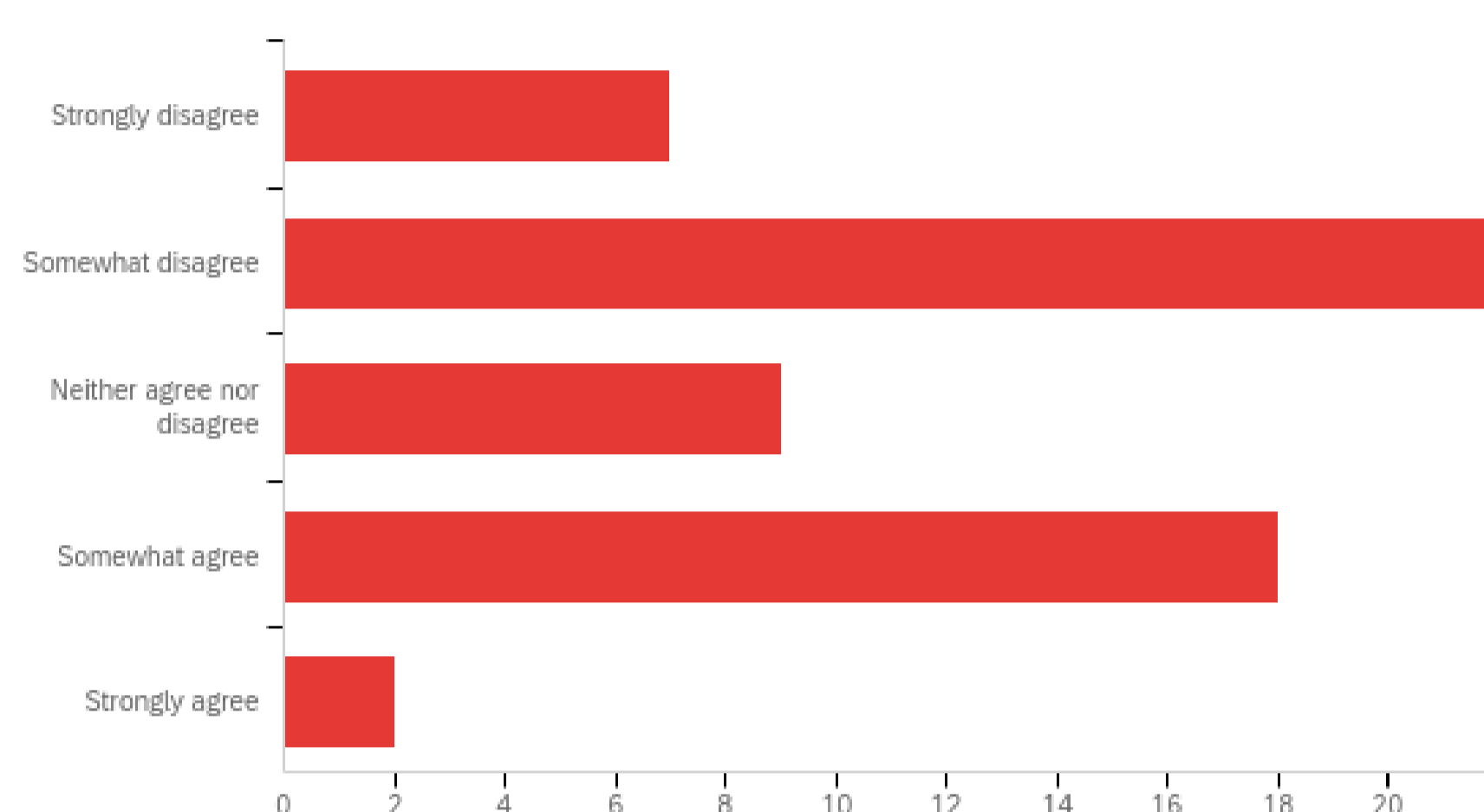
Qualitative: thematic analysis of open text entry

- Survey synthesis (validation, factor analysis, 73 item, 6 sections)
- Pilot (feasibility, flow, timing, bias, clarification)
- Ethical Approval (University of Limerick Faculty of Education and Health Sciences Research and Ethics Committee (EHS REC))
- Sample size 46 (90% CI, MoE 105, pop siz 137)
- Recruitment & Deployment (Qualtrics Pro survey software on the private electronic message group)
- Data extraction and analysis (descriptive data was analysed using frequency tests, cross-tabulations and independents sample t-tests. Categorical data were analysed using chi-squared tests)

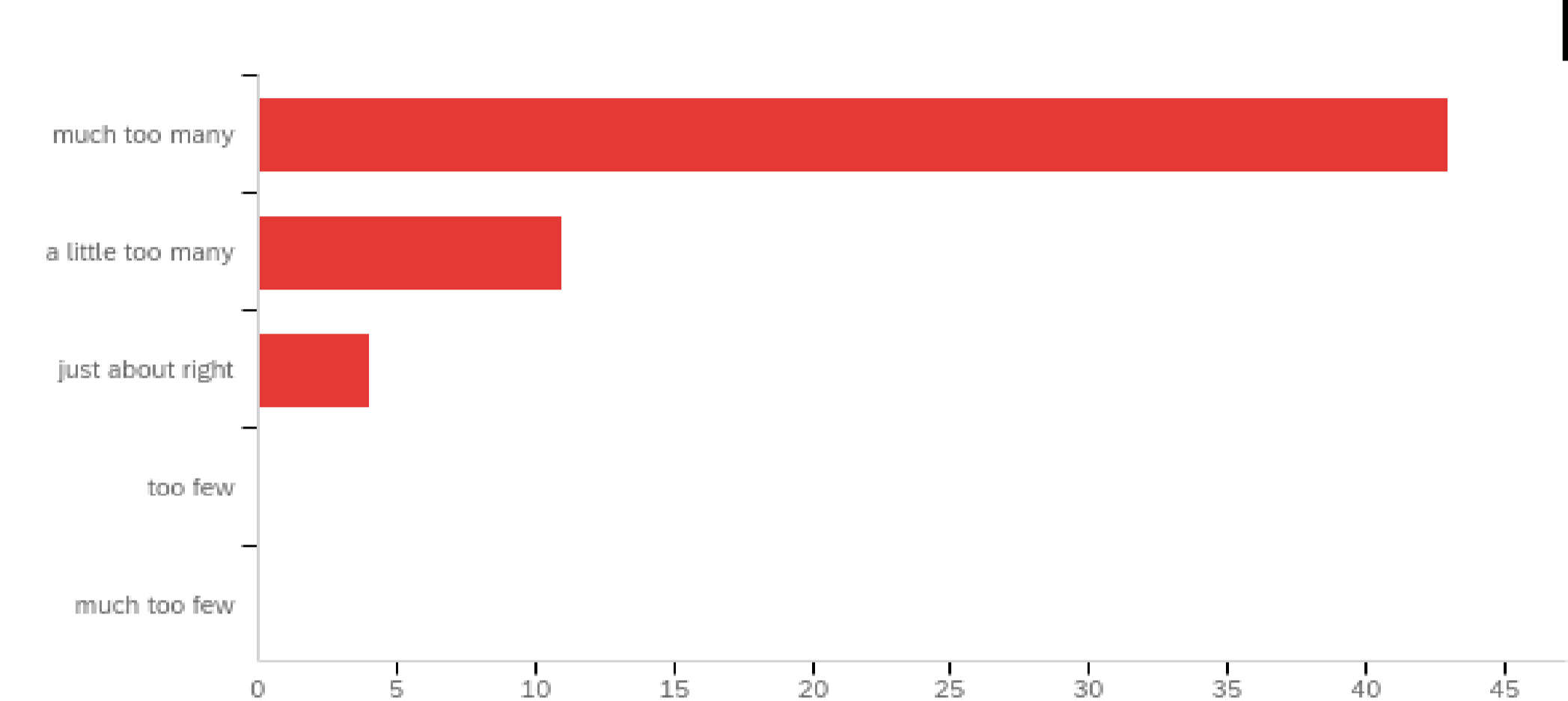
Results

62 respondents, 55 completed in entirety. 63% identified as female. HST 1 (n= 14, HST 2 n=15, HST 3 n=14, HST 4-5 n=18, Post HST= 9)

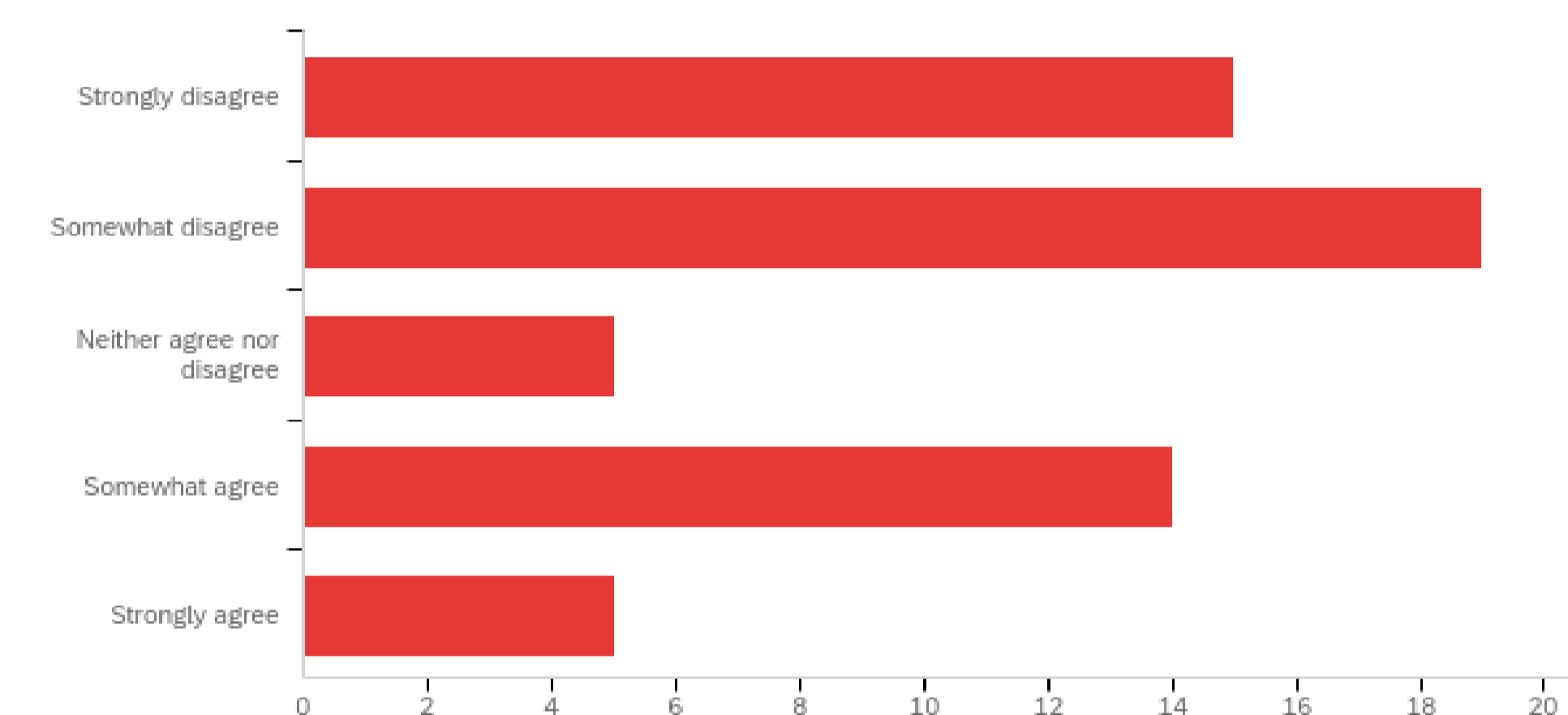
LO help me understand concepts:



The number of learning outcomes is:



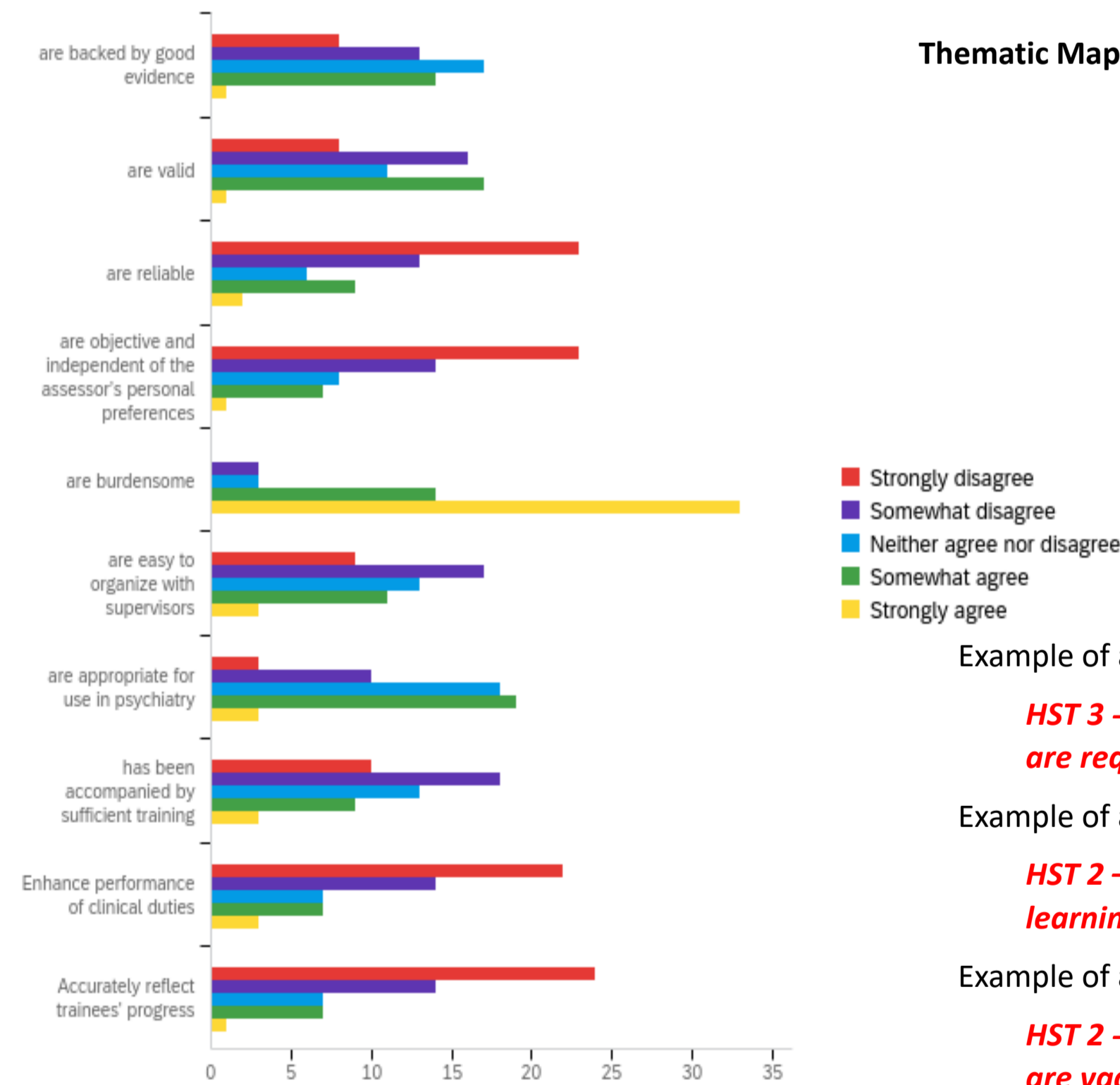
Overall the LOAG is acceptable:



During my Training there are lots of good opportunities to achieve the LO in

Sub-domain	agree	disagree	neutral
Collateral History Taking	90%	7%	3%
Team Working	88%	5%	7%
Formulation	84%	9%	7%
Professional Behaviour	84%	7%	9%
Risk Assessment and Management	83%	5%	12%
Clinical Management and Care Planning	79%	9%	12%
Audit	76%	10%	14%
The Psychiatric Interview	76%	14%	10%
Pharmacotherapy and Physical Treatments	76%	14%	10%
Ethics and the Law	66%	17%	17%
Management and Leadership (SR only)	64%	16%	21%
Clinical Governance	62%	22%	16%
Teaching	60%	22%	17%
Research	47%	33%	21%
Physical Examination and Medical Management	34%	53%	12%
Psychotherapy	22%	71%	7%

Trainee perception of Workplace-based assessments



Learning Points

- 31% of respondents described the LOAG overall as acceptable
- 94% of respondents reported there were too many learning outcomes in the LOAG
- 29% described learning opportunities in physical examination as satisfactory.
- 14% described feeling competent for their training level in psychotherapy,
- 59% felt confident in their pharmacotherapy and physical treatments
- Thematic analysis of open text entry revealed training in psychiatry is quite heterogenous
- training opportunities differ from site to site

Outcomes and Suggestions for Improvement

- This is the first large scale survey of trainees' experiences of training regarding the use of the Learning outcome Attainment Grid
- an adequate response rate (38%) which is representative of the population.
- high degree of concordance between the responses suggesting this is a valid cross-sectional view of trainee opinion
- study highlights 3 areas of training trainees feel are unsatisfactory which can support future curriculum revisions.
- Physical Examination, Psychotherapy and Research are areas warranting further attention from curriculum developments

Limitations: There are three areas appropriate for further research:

- Repeat quantitative part of study on regular basis
- Conduct a larger qualitative analysis using focus groups and / or grounded theory
- Conduct another mixed-methods study but focusing on a section of the curriculum