Undergraduate psychiatry tutorials: improving the experience

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With thanks to Anna Fletcher and Lorenzo Bandieri

Background and initial problem

Year 5 students on their psychiatry placement at the Royal Edinburgh Hospital have regularly timetabled tutorials delivered by psychiatry trainees. These should enhance the learning experience for the students and provide a valuable opportunity for the trainees to develop their teaching practice. Poor attendance (on average 4 out of 12 students attending) and negative feedback was impacting on both staff and student experience.

Specific aim

To enhance the learner and staff experience of the Year 5 psychiatry tutorials at the Royal Edinburgh Hospital.

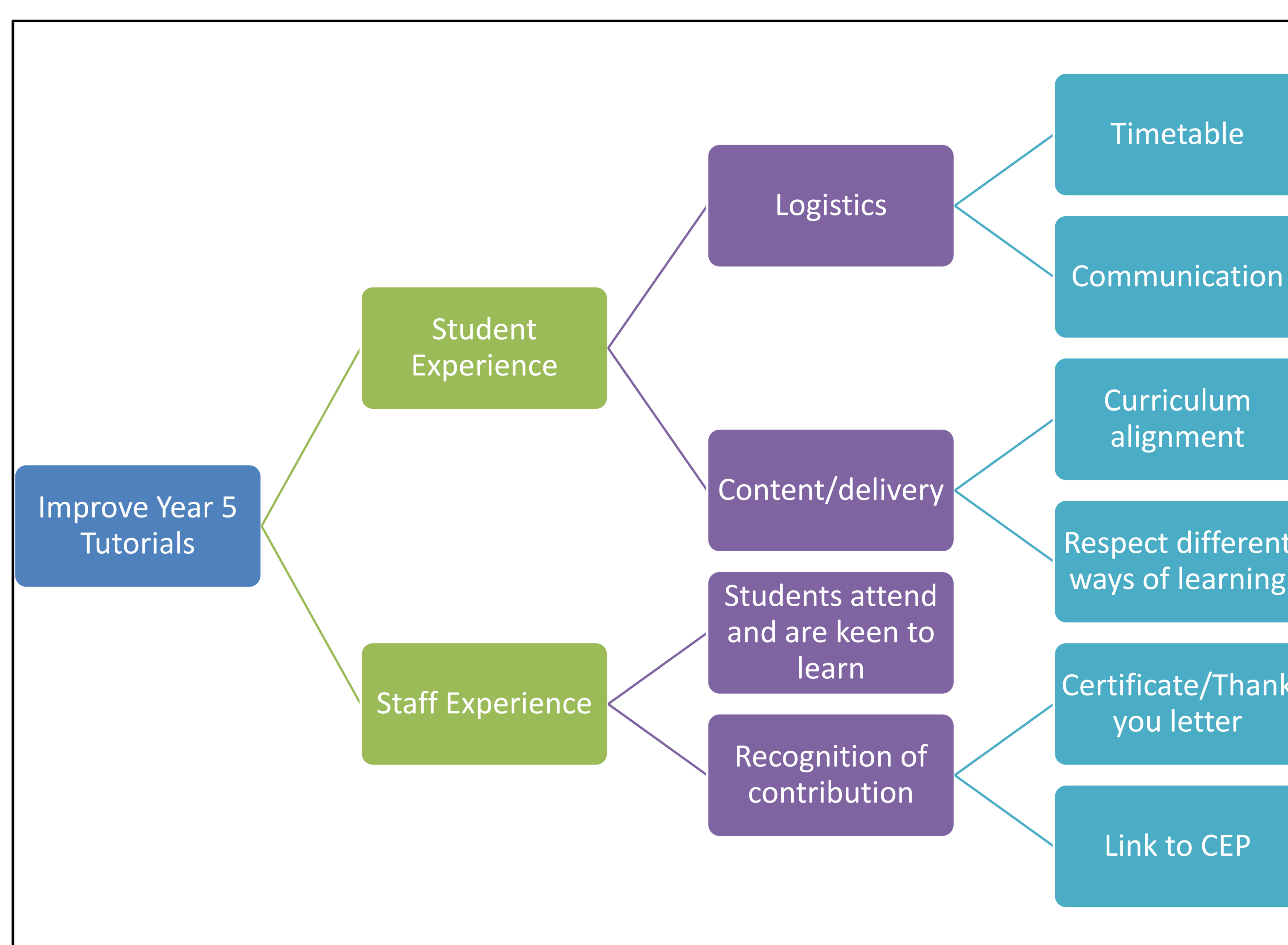## Measures of improvement

Measure 1: Attendance rate
Measure 2: Feedback from students
Measure 3: Feedback from tutors

Tests of change

- Time of tutorials
- Timetable and information on 'Learn'
- Standard feedback forms for each tutorial
- Shift from didactic teaching to interactive case-based discussions

QI Tools: Driver Diagram

Effects of change

Significant increase in attendance: 7 students attended all tutorials, 5 students attended 4/6. Positive feedback is summarised in Word Cloud above. Feedback forms also include "What could be done to improve this tutorial?" to generate further change ideas.
Positive feedback from tutors and senior staff

Lessons learned

Robust baseline data would have avoided making changes based on assumptions and aided in understanding the impact of tests of change. This project has highlighted the importance of collaboration with colleagues. I understand the QI methodology better through putting it into practice and feel enthused about taking this learning forward to my next clinical role.