

Better Training Better Care (BTBC)

Top tips through the lens of the pilot project

These top tips have been derived from the lessons that were learnt throughout the projects and will hopefully give you an insight into what has worked well, and areas that can be improved.

Teaching Programme: Barriers to Effective Discharge – Breaking the Bottleneck

1. Project Management

- The project requires support of the foundation programme team, including the Foundation Director and administration staff.
- The clinical pressure on staff and junior doctors can make it difficult to organise a teaching session that everyone can attend. This can be overcome by organising in advance, around consultant availability and by making the sessions compulsory for all participants.

2. Multi-professional Engagement and Project Ambassadors

- A multi-professional approach is vital to effective discharge planning. By introducing trainees to relevant multi-professional team members and increasing their understanding of different roles, communication and future engagement between team members will be enhanced.

3. Understanding Trust's Internal and External Factors

- Trainees reported that optimal teaching should be delivered at the beginning of their foundation year, allowing them to build on and utilise their skills throughout the year. They acknowledged that these skills were reinforced by experience.
- The preference was for the training to consist of short sessions involving case based learning and high interaction.
- The training sessions can be embedded in the existing teaching programme for doctors in training and rolled out annually.
- The use of ward-based learning is beneficial.
- Doctor-led teaching, particularly from preceding doctors in training, is beneficial as it allows translation of practical experience and anecdotal information.

- This project requires a physician-led team to design and facilitate cases. Cases should be appropriate for the hospital's patient population and demographics, making them relevant to trainees.

4. Academic Involvement

- Involving an academic partner with this project will assist with the measurement of the data pre- and post- introduction of the teaching sessions for assessing the impact.