



WP4: Specialistic medicine (focus on mother & child)

Chapter 1: Focus groups

Exploring Residents and Supervisors' Needs During Clinical Workplace Learning in Postgraduate Medical Education

Summary of WPL needs

- Time dedicated to teaching and learning
- Theoretical and practical classes
 - Adapted to day-to-day clinical needs
 - Contributing to the learning process
- Responsibility and autonomy granted to the resident
- ePortfolio supporting and scaffolding WPL
 - Facilitating long-term follow-up

• **Competency lists useful in daily practice**

- Fostered relationship between supervisors and residents
- Support in self-directed learning development
- Agreements about feedback initiatives and responsibilities
- Positive reinforcement
- Improved quality of feedback (specific, constructive, timely)

• **Direct observation with corresponding feedback**

Chapter 2: Delphi study

Development of an integrated competency framework for postgraduate paediatric training: a Delphi study

- Integration & merging of 3 competency frameworks
- 95 resulting competencies
 - Relevancy: consensus for all competencies ✓
 - Formulation: 11 competencies reformulated
- Framework published

• **Usability in practice: assessment and follow-up?**

Supervision of similar study in gynecology

- Integration & merging of 3 competency frameworks
- 91 resulting competencies
 - Relevancy: consensus for 90 competencies
 - Formulation: 10 competencies reformulated

Future study

Reforming an integrated competency framework to a framework of Entrustable Professional Activities for postgraduate paediatric training

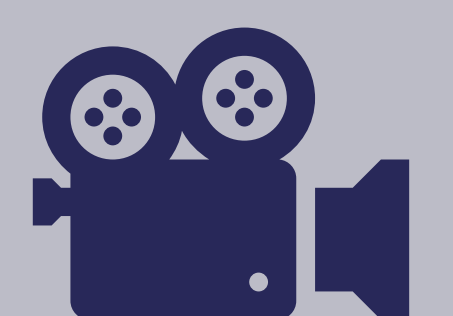
Chapter 3: Video study

Paediatric residents 'in the picture': Stimulating self-feedback during workplace learning using video recordings

- Pilot study in Neonatal Intensive Care department, Antwerp University Hospital
- Residents record learning moments: e.g. bedside briefing, NLS, technical procedures, ...
- Comparison self-feedback before and after watching the video recording

Conclusions so far:

- + Enthusiastic residents and staff
- + Perceived as useful by residents
- GDPR regulations: difficulties obtaining IC (on time)
- Reality of daily practice: time constraints!



Future opportunities

- *Implementing peer & expert feedback*
- *Extending study to other departments & institutions*

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