

Abstract P243 Table 1

	% Correct answers				
	Community N=813	Hospital n=532	Respiratory interest n=976	Attended LRT Event n=168	Overall
Generic Salbutamol MDI	51.0	50.9	49.0	58.9	51.1
Ventolin Evohaler	36.5	18.6*	29.9	33.5	29.2
Symbicort 200 turbohaler	50.2	45.7	50.4	66.5 <sup>#</sup>	47.7
Seretide 250 evohaler	36.9	36.5	38.6	58.2 <sup>#</sup>	36.0
Seretide 500 accuhaler	50.6	50.4	53.1 <sup>+</sup>	62.7 <sup>#</sup>	49.8
Fostair 100 MDI	52.4	43.6*	51.9 <sup>+</sup>	50.6	48.7
Spiriva Handihaler	49.9	49.4	52.6 <sup>+</sup>	55.7	49.3

\*p&lt;0.05 Hospital vs Community

<sup>+</sup>p<0.05 Respiratory interest vs no Respiratory interest<sup>#</sup>p<0.05 Attended LRT event vs no attendance to LRT event

could add a sense of value and improve responsible prescribing, including renewed focus on stepping down patients on high potency treatments when they are stable or have experienced no benefit, and always using a spacer with an MDI. Knowledge of which inhalers provide best value is also important for prescribers when choosing between evidenced based alternatives.

#### P244 ASSESSING TRAINING VALUE AND EDUCATIONAL SUPERVISION IN SP R POSTS

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<sup>1</sup>D Menzies, <sup>2</sup>NA McAndrew, <sup>3</sup>H Fowles, <sup>4</sup>R Robinson, <sup>5</sup>P Flood-Page. <sup>1</sup>Glan Clwyd Hospital, Rhyl, Wales; <sup>2</sup>Wrexham Maelor Hospital, Wrexham, Wales; <sup>3</sup>Wales Respiratory Medicine SpR Training Scheme, Wales; <sup>4</sup>Royal Gwent Hospital, Newport, Wales

Both the ongoing evaluation of training and the possible reduction in SpR training numbers makes it imperative to identify which SpR training posts offer the best educational value. Consultants may overestimate or overstate the training opportunities at their hospital. The JRCPTB "Post Assessment" form is rather non-specific and poorly used. The Respiratory STC in our region undertook to obtain feedback from respiratory SpR's about the diversity and quality of training and educational supervision. A questionnaire was e-mailed to all SpR's asking about training opportunities in clinical areas defined by the respiratory curriculum and the JRCPTB Respiratory PYA form; asking about exposure to a given service or specialty rather than just its presence in the hospital (e.g. domiciliary NIV, sleep medicine, thoracoscopy), and the quality of training in that area, (score 1–5, poor - excellent), and how they rated their educational supervision overall. Responses were to include posts previously and currently worked. Trainees sent 40 evaluations on the 14 training hospital in our region, (range 1–6 per hospital). A composite score for training opportunities was derived (maximum possible score for specialty and service areas 71). Scores for individual hospitals ranged from 17.3–43.6 (median 32) and the score for supervision at those sites ranged from 3.3–5 (median 4.3). Hospital identifiable results were tabulated and circulated firstly to trainers and later to trainees. Free text comments were handled more confidentially. Despite some reservations, (e.g. the perspective held by a junior SpR in completing the survey and a possible bias away from broad based DGH training), the STC regarded this as a useful exercise and the questionnaire will be modified by iteration and trainees will complete one after each post. Consultants will be asked to complete the same questionnaire for cross reference. Anecdotally, some units have already begun addressing some issue raised, perhaps in response to a need to "compete". These results may motivate hospitals to improve their training of SpR's as well as informing decisions on which posts should be retained and which should not.

#### P245 STANDARDISATION OF BRONCHOSCOPY TRAINING ACROSS YORKSHIRE AND HUMBER DEANERY

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<sup>1</sup>F Chowdhury, <sup>2</sup>A Gondker, <sup>1</sup>N Acharya, <sup>1</sup>R Naseer, <sup>1</sup>J Hill, <sup>3</sup>J Hogg, <sup>2</sup>J Kastelik, <sup>1</sup>S Renshaw, <sup>1</sup>S Bianchi. <sup>1</sup>Sheffield Teaching Hospitals, Sheffield, England, United Kingdom; <sup>2</sup>Hull Royal Infirmary, Hull, England, United Kingdom; <sup>3</sup>Pinderfields Hospital, Wakefield, England, United Kingdom

**Background** Reduced exposure to bronchoscopy is a key issue for respiratory trainees with effect on their confidence in undertaking the procedure and thus patient safety. Studies have shown that simulation improves confidence in bronchoscopy skills but do not explore the most optimal teaching methods.

**Aim** To assess two different methods of delivering bronchoscopy simulation training

**Methods** Two half day simulation bronchoscopy courses were designed independently within the Yorkshire and Humber Deanery. Course 1 concentrated on providing a knowledge based training consisting of a didactic lecture followed by equal time spent on a Symbionix simulator and on the BTS e-learning hub website. Course 2 provided pre-course material in the form of BTS guidelines and bronchoscopy procedure pocketbook. The course focused on hands-on simulation training using a bronchoscopy manikin and the Symbionix simulator. All candidates completed pre and post course Likert scale questionnaires in six areas relating to participant knowledge and confidence in using a bronchoscope.

**Results** Overall 30 trainees; 15 in each course were evaluated. Candidates had performed between 0 to >300 previous bronchoscopies and were from across the SpR years. Both courses delivered significant improvement in confidence scores in all of the six areas assessed. The greatest improvement was found in confidence levels in technical ability (see table 1). Course 1 candidates showed a greater confidence improvement in factual skills (such as knowledge of contra-indications of the procedure and anatomy). Course 2 demonstrated that 93% of candidates agreed that the simulator helped to improve technical ability in contrast to 100% with manikin exposure. 100% of candidates found the pocketbook was a useful adjunct to the course with 93% agreeing that they would find this useful to complement their training.

**Conclusions** A combined and standardised bronchoscopy simulation course incorporating lectures and pre-course materials but focusing on hands on experience on both a manikin and a simulator is therefore considered to provide greatest educational benefit. This course is now active in Yorkshire and the Humber and is to be mandated for all new trainees to the programme. Each SpR will also be re-assessed after a 3-month period incorporating a competency-based assessment approach.