

Background:

The emergency department (ED) is a rich, problem-based, learning environment.

ED handover can present teaching opportunities to maximise clinical teaching.

Study Aim:

To describe the educational content delivered at ED handover between ED doctors using qualitative methodologies.

Methods:

A prospective observational study was conducted in St James's Hospital ED, Dublin.

Data collection

A scribe documented the handover educational learning points on a wall-mounted whiteboard at the 4pm handover shift (Figure 1) .

The daily handover education data was transcribed and uploaded on NVivo.

Data analysis

A word cloud analysis was performed using NVivo on the daily handover education data.

A thematic analysis methodology was adopted to identify, analyse and report themes within the data. The dataset was then represented using hierarchy graphs with the salient themes and evidence underpinning them.

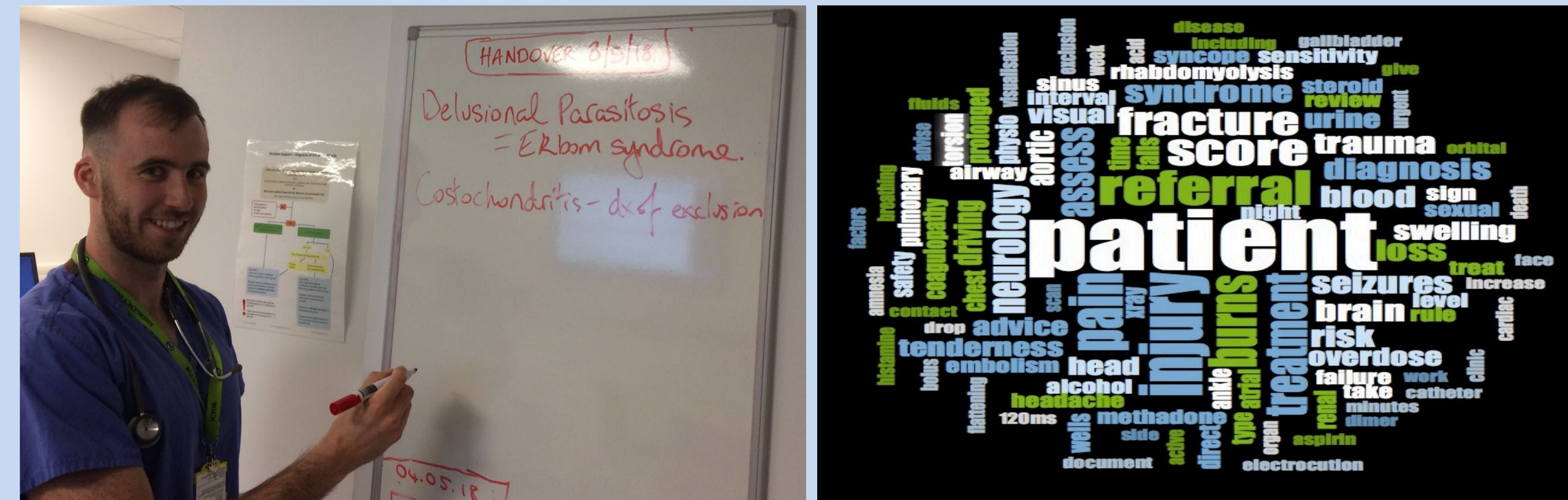


Figure 1 (left): Scribe recording educational learning points at handover

Figure 2 (right): Word cloud analysis of the handover education dataset



Figure 3: Treemap of hierarchy of basic themes in handover education dataset

Results:

Handover education data from 55 handovers was captured between the 7th March and 20th of June 2018.

The most prominent word used within the dataset was patient (Figure 2).

One hundred and forty codes mapped to eighteen basic themes (Figure 3).

The themes of medicine, cardiology, trauma and toxicology had hierarchy dominance.

Discussion:

Education at our ED handover encompassed a wide cross set of the medical specialty clinical topics.

This is the first qualitative study analyzing education delivered at ED handover. Qualitative research methodologies are ideal for analyzing complex data such as educational content not readily amenable to quantitative approaches.

Conclusion:

Our study confirms the utility of ED handover as an important learning opportunity

References

Available on request