increased ability to take breaks. However, the majority of doctors are still not exception-reporting missing breaks: 79% (2019), 74% (2020).

Leadership lessons from across the world

59 TURING ADVERSITY INTO OPPORTUNITY: UNDERGRADUATE LED IMPROVISATION IN TEACHING METHODS

Amrita Anne, Varun Kumar Bardi, Satyanarayana Murthy Pusuluri, Dr. Pinnamaneni Siddhartha Institute of Medical Sciences and RF, Gannavaram, Andhra Pradesh, India

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Introduction There is a need for simple teaching methods every teacher can adopt, which are accepted by the students and provide a sustainable outcome. The traditional teaching methods do not achieve the desired outcomes, with many students left wanting for more practice of procedural skills.

Methodology MBBS Phase I students were randomly distributed into 3 groups: Group 1 (traditional method, n=30), Group 2 (Peyton’s method, n=30) and Group 3 (Modified Peyton’s method, n=30), and study duration was 6 months. Students were taught anatomy of the neck veins and were taught central venous catheterizations (CVC) into the right internal jugular vein by a single nephrologist on a mannequin. The modified Peyton’s method consists of: Demonstration and Deconstruction, Comprehension, Performance and Observation, Teacher and Peer Feedback. The students were followed up with 4-week and 12-week recall.

Results The mean percentages obtained at end of 4 weeks in Groups 1, 2 and 3 were 82±10%, 86.67±7%, and 87.33±6.9% respectively. The percentages obtained at end of 12 weeks were 74.5±7.6%, 80.5±7.5% and 80.3±7.1% respectively. There was a significant decrease in percentages in all the groups (p<0.001).

At 4 weeks, there was significant difference between Groups 1 and 2, Groups 1 and 3 (p<0.05), while difference between Group 2 and 3 was not significant. At 12 weeks, there was significant difference between Groups 1 and 2 (p<0.01), Groups 2 and 3 (p<0.01) while there was no significant difference between Groups 2 and 3. The number of students confident of performing the procedure in Groups 1, 2 and 3 were 30%, 56.7% and 60% respectively. There was significant difference in the confidence level between Group 1 and 2 (p<0.05), Group 1 and 3 (p<0.05), while the difference was non-significant between Group 2 and 3 (p=0.793).

Conclusion This study highlights the effort of a student in turning her adversity into an opportunity to improve the educational methods.

Leading across systems and organisations

60 A JOINT EFFORT AGAINST COVID-19: LEADING A REMOTE REGIONAL TRAINING PROGRAMME AND COLLABORATING WITH THE BRITISH SOCIETY FOR RHEUMATOLOGY (BSR) ON A NATIONAL LEVEL

Yik Long Man, 2Dalia Ludwig, 3James Glanville, 4Louise C Pollard, 5Claire Gorman, 1Jaita Mulhjee, 6Victoria Logan, 7Gerald Coakley, 1James Galloway. 1King’s College Hospital NHS Foundation Trust, UK; 2University College London Hospital NHS Foundation Trust, UK; 3Levonham and Greenwich NHS Trust, UK; 4Horton University Hospital NHS Foundation Trust, UK; 5London North West University Healthcare NHS Trust, UK; 6Education and Trainee Committee, British Society for Rheumatology, UK

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