



FROM LITTLE THINGS BIG THINGS GROW: Implementation of the MSF Newborn Care online learning hub

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BACKGROUND AND OBJECTIVES

The MSF Newborn Care learning hub is an online program designed to support clinical staff working in low-resource settings. Since 2021, thirteen modules have been developed and gradually released in English and French. These are accessible via the Tembo online platform and can be followed as either stand-alone modules, self-paced e-learning or as part of a blended learning program.

1. Routine Essential Newborn Care
2. Danger signs and assessment of risk factors
3. Hypothermia
4. Low Birth Weight babies
5. Complications of Prematurity
6. Breastfeeding
7. Fluids and feeding in sick newborns
8. Breathing difficulties in newborns
9. Apnoea
10. Serious Bacterial Infections
11. Neurological Problems in Newborns
12. Jaundice
13. Nursing Care in Newborns

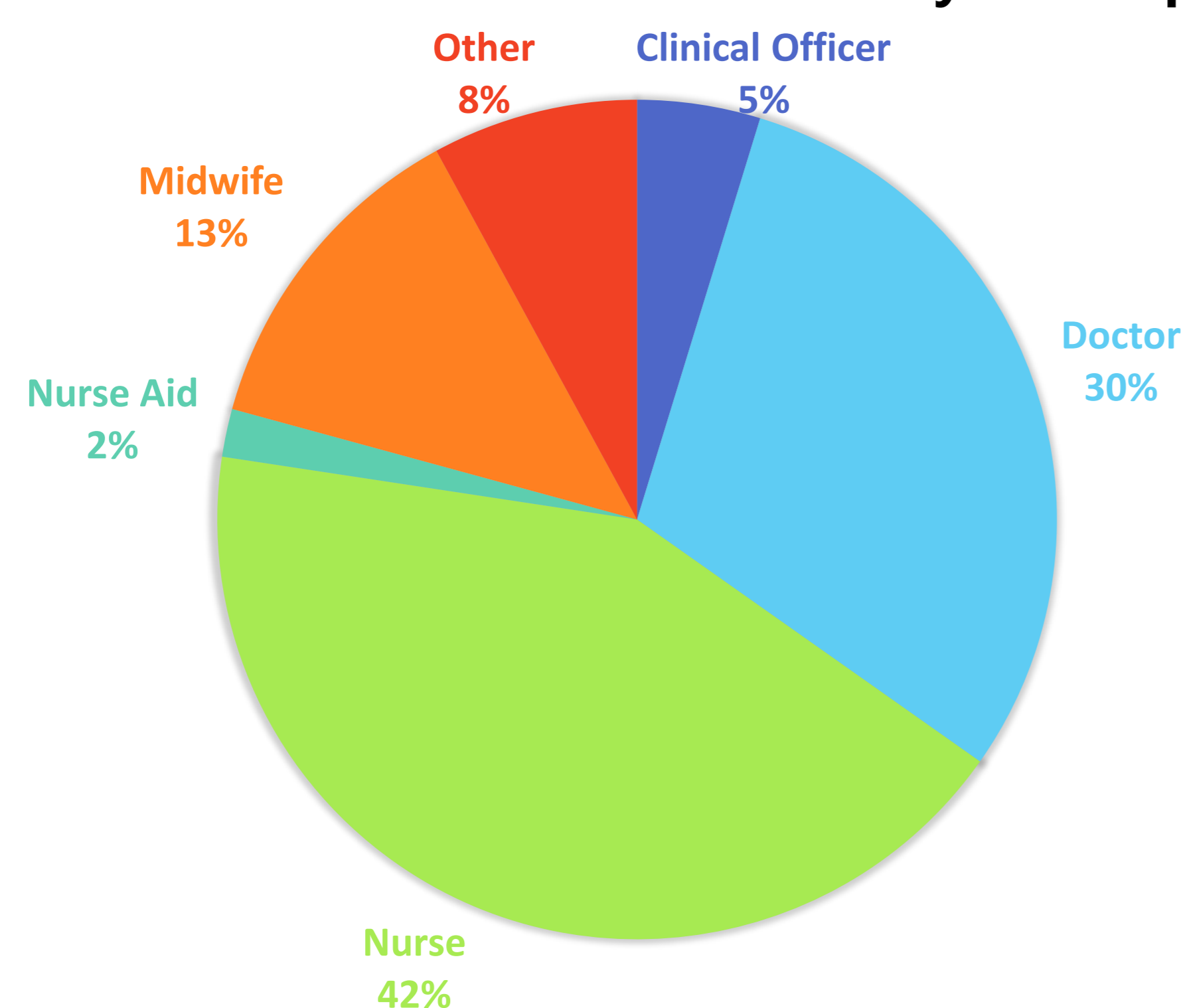
We aimed to better understand learner characteristics and satisfaction of the online hub following project implementation.

RESULTS

Learner characteristics

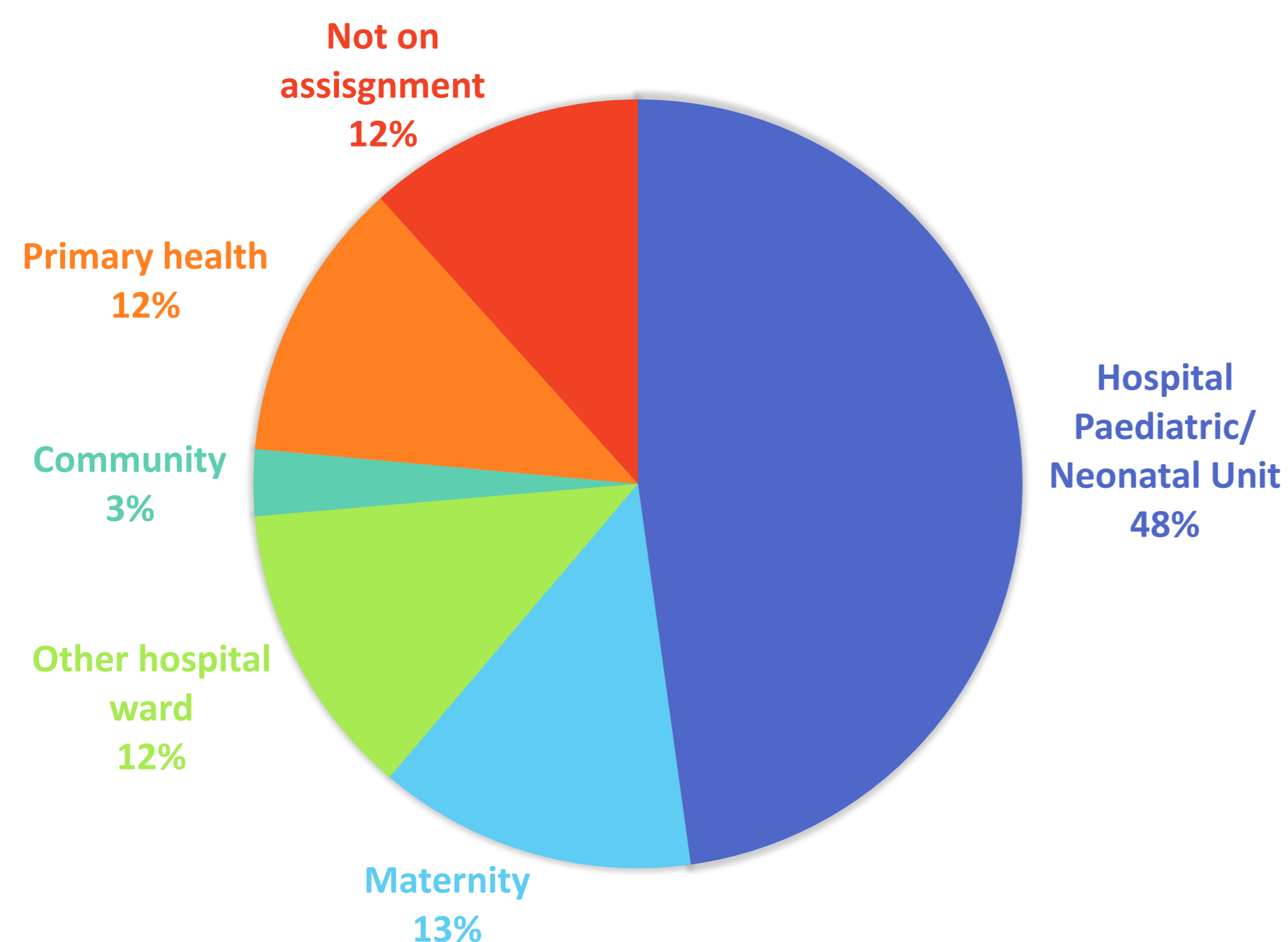
As of December 2023, a total of 2004 learners enrolled in the online hub (1491 English hub, 513 French hub). The majority of learners were nursing staff (43%) followed by medical doctors and clinical officers (35%) and midwives (13%) (see figure 1).

Figure 1: MSF Newborn Care hub learners by clinical profession



Most worked in hospital paediatric and neonatal wards (48%), followed by primary or community health (15%), maternity (13%) and other hospital wards (12%). Approximately 12% of learners were not currently on assignment (see figure 2).

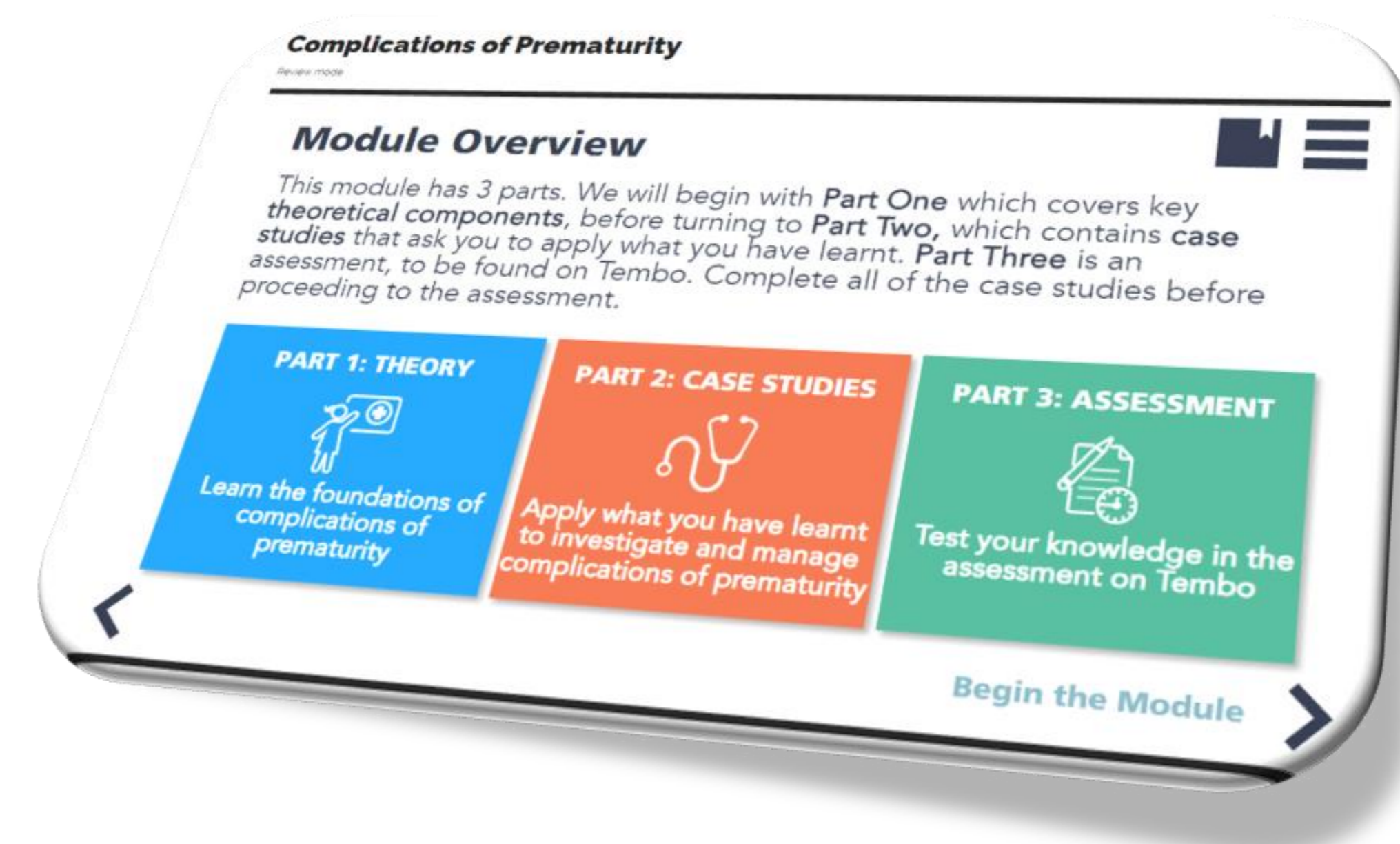
Figure 2: MSF Newborn Care hub learners by clinical service



Learners from all OCs were represented (OCG (20%), OCA (18%), OCBA (18%), OCB (14%), OCP (12%), other (18%). The highest number of participants by country were from Yemen (193 users), South Sudan (127) and Nigeria (107) in the English hub, and Mali (92), Burkina Faso (88) and DRC (70) in the French hub.

METHODS

Data including participant profession, clinical service, participating MSF Operational Centre (OC) and country were extracted from online learner profiles. Information from the first eleven modules was analysed and characteristics from both English and French hubs were pooled for analysis. Participant satisfaction was measured at the end of each module using a 5-point Likert scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) in response to questions measuring attainment of course objectives, application to clinical practice, technical difficulties and overall satisfaction. Binary (yes/no) outcomes were measured for participant interest in completing further modules and attending a virtual class.



Learner satisfaction

Satisfaction with the learning experience was very high. Participants gave an average rating (out of 5) for the following items: attainment of course objectives 4.4, overall satisfaction 4.3, applicability to current position 4.4, lack of technical issues 4.1, likelihood of recommending course to colleagues 4.5. Approximately 99% of online learners stated that they would be interested in completing other online modules and 91% of indicated that they would be interested in participating in a virtual class to develop their knowledge further (see table 1).

Table 1: Learner satisfaction with online modules

	Overall score for each module (out of 5)										
	RC	DS	Hy	LBW	CoP	BF	FF	Ap	BD	SBI	Neuro
I achieved the course objectives	4.39	4.38	4.45	4.41	4.32	4.28	4.40	4.42		4.44	4.44
I got everything I wanted from the course	4.26	4.28	4.39	4.39	4.32	4.22	4.35	4.36		4.35	4.44
I will be able to apply the concepts learned in this course to my current position	4.51	4.46	4.49	4.48	4.40	4.32	4.41	4.47		4.45	4.48
I completed the course without any technical issues and was able to navigate through the course	4.26	4.07	4.2	4.1	4.13	4.06	4.3	4.12		4.10	4.00
I would recommend this course to other colleagues	4.55	4.45	4.46	4.53	4.43	4.39	4.46	4.51		4.53	4.57
	Overall score (no = 0; yes = 1)										
Are you interested in completing another module?	1	0.97	0.98	0.99	0.99	0.99	0.99	0.98	1	0.98	1
Would you be interested in participating in a virtual class to develop the content further?	0.93	0.9	0.93	0.92	0.94	0.89	0.9	0.91	0.9	0.89	0.9

RC = Routine care; DS = Danger signs; Hy = Hypothermia; LBW = LBW babies; CoP = Complications of prematurity; BF = Breastfeeding; FF = Fluids and feeding; Ap = Apnoea; BD = Breathing difficulties; SBI = Serious bacterial infection; Neuro = Neurological problems

Participants frequently commented on course clarity, simplicity and the interactive, enjoyable nature of the learning material. Technical difficulties were common, with poor internet connectivity frequently cited as a barrier.

"This course is very interesting, and I love the case study and the questions"
"I like the course, very practical and much more engaging than face-to-face traditional learning method."

« Le contenu était très précis et facile à comprendre »
« Juste vous dire que cette formation est fantastique »

CONCLUSION

The MSF Newborn Care learning hub is an interprofessional, intersectional training that has been widely accessed in various contexts throughout the world. Learners rated the online content very highly, although internet access remains a significant limitation.

ETHICS STATEMENT

This research fulfilled the exemption criteria set by the MSF Ethics Review Board for analysis of routinely collected data and thus did not require MSF ERB review. It was conducted with permission from the Medical Director of MSF-OCG.

