



ESOT presents:  
**Educational needs survey 2022**



Through education,  
**ESOT** inspires, connects and innovates  
the transplant community globally

In June 2022, we conducted a survey of the ESOT community with the aim to learn more about their experience with the ESOT education programme and their educational needs regarding transplant science, clinical practice, and professional development. In what follows, we summarise the findings of this survey.

We wish to extend a heartfelt thank you to those who took the time to share their feedback and insights: their input is essential to the development and expansion of the ESOT education portfolio.

**The ESOT Education Committee**

# ESOT - Educational needs assessment survey



## Objective

An educational needs assessment survey was held to query transplant professionals regarding:

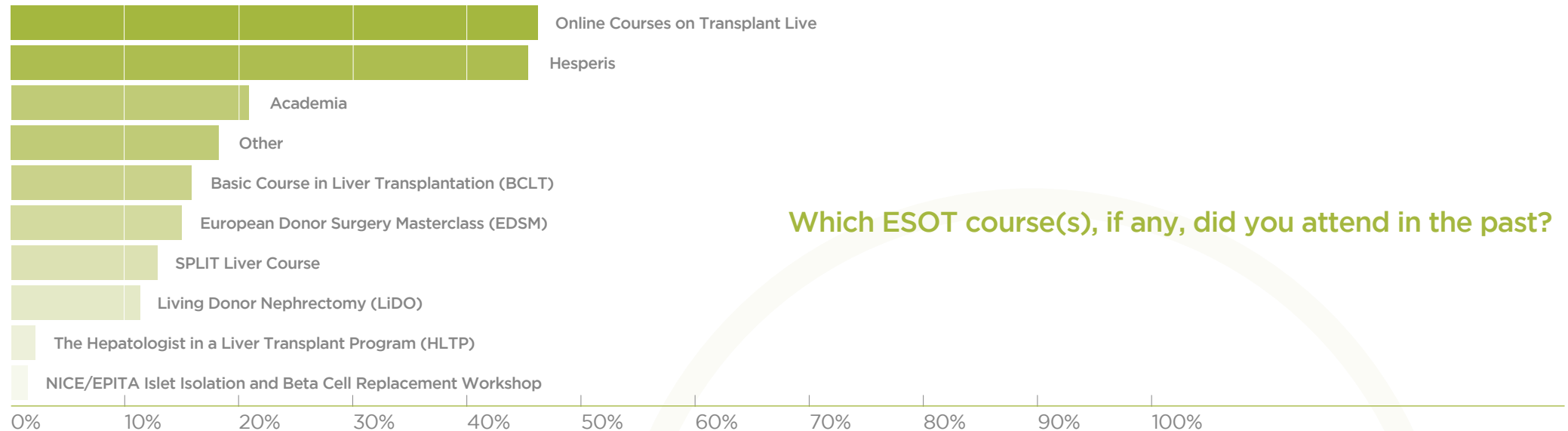
- Their experience with ESOT courses
- Preferred content and format of educational offerings
- Their professional development needs
- Their views on hot topics in solid organ transplantation

## Respondents

Respondents (n=138) had the following characteristics:

- Age: 18-24y (1%), 25-34y (18%), 35-45y (39%), 45-54y (22%), 55-64y (18%) and 65y+ (3%)
- Countries: Respondents came from 38 countries (figure)
- Professions: surgeons (45%), physicians (24%), scientists (8%), coordinators (5%), intensivists (3%), nurses (2%) and allied health care professionals (2%)
- 45% of respondents were early career professionals
- Expertise: kidney (59%), liver (46%), pancreas (26%), heart (17%), lung (12%), cell/tissue (11%), islet (6%), intestine (6%), small bowel (5%) and bone marrow (2%)

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## Which ESOT course(s), if any, did you attend in the past?

### Findings

#### ESOT courses

- The majority (92%) of respondents found ESOT courses extremely or very useful
- Barriers for attendance of ESOT courses were insufficient funding (43%), inability to find a suitable course (30%), unfamiliarity with educational offerings (27%) and scheduling issues (25%)
- Online courses on Transplant Live (46%) and the Hesperis course (45%) were the most frequently attended courses (figure)

#### Format and focus:

- Preferred course format was in person & online combined (49%), in person only (35%) or online only (12%)
- Preferred course focus was scientific and practical skills combined (75%), scientific only (18%) or practical skills only (5%)
- Preferred format for online education: interactive presentations (67%), online lectures with self-assessment (53%), online clinical presentation with quiz (48%), virtual workshops (48%), podcasts (27%), online reading with self-assessment (23%)

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## Findings

### Content

- The majority of respondents found discussion of clinical cases during a course or educational activity extremely (41%) or very useful (46%)
- The majority of respondents were extremely (57%) or very interested (23%) in a mentorship programme

### Professional development needs

- Respondents reported professional development needs regarding:

#### 1. Careers, including:

- Jobs
- Short- and long-term fellowships
- Career planning
- Observerships
- Short-term exchange visits
- Networking

#### 2. Research, including:

- Grants and funding
- Publishing
- Access to key publications

### Hot topics

- Respondents identified the following top 5 of hot topics in transplantation:
  1. Organ perfusion and preservation
  2. Organ donation (donor selection and management, donation after circulatory death, extended criteria donors)
  3. Immunosuppression
  4. Basic science and regenerative medicine
  5. Ethics and xenotransplantation

## Final Suggestions

### For final comments, respondents highlighted the importance of:

- A multidisciplinary approach to educational offerings
- Addressing inclusivity (including gender and geography) throughout the educational portfolio regarding the speakers, trainers, mentors, mentees
- Providing support to young professionals in transplantation (YPT), including financial support to YPTs from low-income countries and non-medical scholars
- Fellowships, including fellowships for nurses
- Using a variety of formats when delivering education

This survey was kindly supported by



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