

P22

SPECS (SIMULATED PAEDIATRIC EMERGENCY CARE SCENARIOS): ADDRESSING A TRAINING GAP

S. Od, E. Frost, N. Soundararajan, C. Bailey, Hull Royal Infirmary, UK

Introduction and aims

The 2021 curriculum for anaesthesia includes two key capabilities for stage 3 training in paediatric component of the general anaesthesia domain.

We realised that our trainees required an additional course to achieve key capability O (Provides emergency anaesthetic care for paediatric patients pending inter-hospital transfer to a tertiary unit). We developed a new course called SPECS (Simulated Paediatric Emergency Care Scenarios) to deliver this aspect of the curriculum and to improve patient care while enhancing the team-working capabilities of all the team members.

Methods

A one-day multi-professional, multidisciplinary course was developed to address the training gap. Both the faculty and delegate groups included anaesthetists, intensivists, ENT surgeons, paediatricians, emergency physicians, nurses and peri-operative practitioners. The course included three simulated scenarios followed by debriefing, and skill stations.

One toddler scenario (stridor), one infant/neonate scenario (bronchiolitis/sepsis/cardiac), and one CNS scenario in an older child (Fitting child/head injured child) were chosen to expose the participants to the spectrum of clinical presentations.

The program included six skills stations. The morning skill stations were aimed at familiarising participants with the equipment required for the management of critical airway obstruction in children and providing 'hands-on' practice of airway management and video-laryngoscopy. The afternoon skills stations were aimed at providing hand-on practice with the equipment used for transfer.

Google forms were used to obtain delegate and faculty feedback.

Results

The SPECS course ran successfully on 26/04/2022 with 17 faculty members. 14 delegates including 2 nurses, 2 ODPs, and one PEM doctor attended. The scenario selection, the team concept, and the opportunity to practise skills were appreciated. The faculty suggested that expert sessions should follow the scenario debriefs.

The 2nd iteration of the SPECS course ran on 12/10/22 with 16 faculty members. 17 delegates including 4 nurses, 2 ODPs, two EM doctors, and one paediatrician attended. The attendees indicated that they enjoyed the varied scenarios, the ENT skill station and the expert sessions.

The 3rd iteration of the course is scheduled for 14/03/2023. 17 faculty members have confirmed their availability. 27 delegates including 5 nurses, 5 ODPs, one EM doctor, and three paediatricians have registered. 7 applicants have been waitlisted. Educators from the PCC ODN have joined the faculty team.

Discussion and conclusion

The addition of skill stations increased the course capacity while the expert sessions reinforced the learning points. A scenario bank and pre-course reading material will be added to enhance the course quality.

Ensuring a multi-disciplinary delegate mix is challenging. Delivery of the stage 3 paediatric anaesthesia curriculum across our school can be facilitated by running 4 – 6 iterations of the course, annually, across the region with support from the PCC ODN.

References

1. Royal College of Anaesthetists (2021) Stage 3 HALO guide: Domains of learning, Learning outcomes, and Key capabilities.
2. Ivette Motola, Luke A. Devine, Hyun Soo Chung, John E. Sullivan & S. Barry Issenberg (2013) Simulation in healthcare education: A best evidence practical guide. AMEE Guide No. 82, Medical Teacher, 35:10, e1511-e1530, DOI: 10.3109/0142159X.2013.818632