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P014 -Outcomes of Multi-disciplinary Renal Emergency Simulations: Improved Participant Confidence in Communication and Team-working

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Introduction: Clinical simulation is an effective tool in undergraduate and postgraduate medical education [1][2]. Favourable outcomes for acutely deteriorating ward patients depends on a multidisciplinary team (MDT) approach which integrates knowledge, high acuity communication and awareness of human factors. The Nephrology and Transplant ward teams identified learning needs from review of clinical incidents and from national patient safety alerts [3]. Monthly clinical MDT simulation of common emergency scenarios has been running for 18 months, aiming to improve effectiveness of multi-disciplinary working and patient outcomes.

Method and Results: Simulations were designed to address scenarios including management of life threatening bleeds from arteriovenous fistulae and grafts, line sepsis and post renal biopsy bleeds, with actors in the role of patients during the simulation. Nurses, doctors, and untrained ward staff with a range of clinical experience participated in monthly simulations. A questionnaire was devised to explore participants' perception of their clinical knowledge, readiness to participate in managing a clinical emergency and confidence in recognising and caring for an acutely ill renal patient. The questionnaire and learning outcomes were tailored specifically to each scenario. Responses were assessed pre-scenario, immediately post scenario, and 4 weeks after the scenario. Written feedback was also obtained.

Discussion and Conclusions: Confidence increased immediately post scenario throughout the questionnaire domains, and this improvement was sustained four weeks after the scenario. Written feedback from both doctors and nurses was positive. Participants asked for further opportunities to participate, and highlighted the value of simulation for less experienced and newly qualified staff to learn in a realistic, safe and supportive environment. As a result of learning from the simulations and participant feedback, the sessions have continually developed and now consist of an introductory teaching session, followed by the simulation and a structured debrief, and have become an important part of the educational programme within the department.