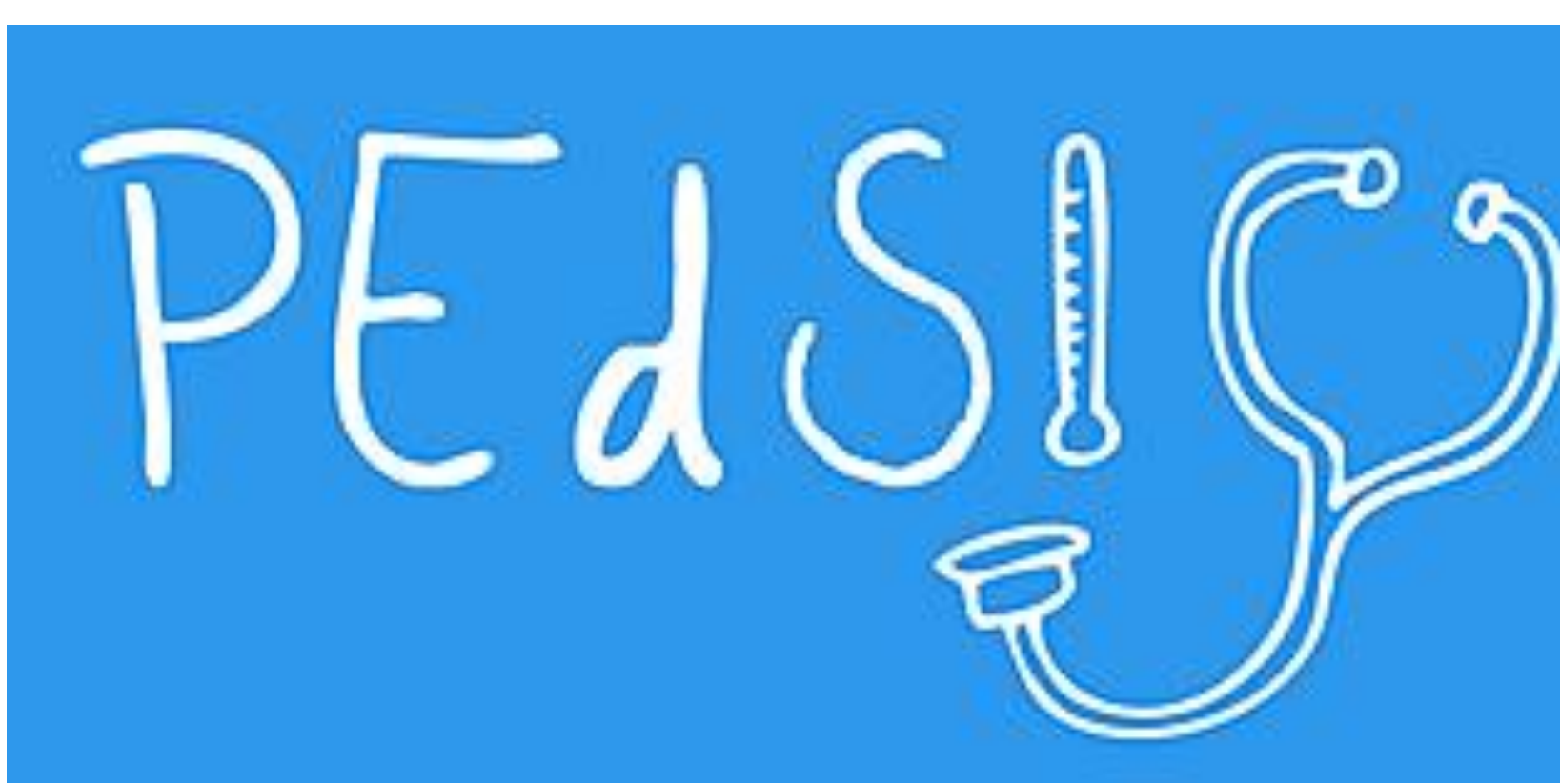




Trainee-Led Regional Paediatric Simulation Courses: How do trainees rate their usefulness and enjoyment?

Gemma Wilson¹, Sandra Fernandes Lucas², Hena Salam³

1. Lister Hospital, East and North Hertfordshire NHS Foundation Trust. 2. West Suffolk NHS Foundation Trust.
3. Addenbrooke's Hospital, Cambridge University Hospitals



Background

The East of England (EoE) Deanery has two simulation programmes for Paediatricians in Level 1 training (ST1-3). The 'ST1 Skills Day' targets first year trainees who are often novices to Paediatrics, but are often the first doctors to assess and manage a sick child.

'Ready for Reg' is for third year trainees who are about to transition to Level 2 training as registrars. This transition is associated with a significant increase in responsibility, for example taking up the role of team leader, delegating tasks, supervising and supporting junior colleagues and liaising with different teams and consultant and nursing colleagues.

Both courses include simulation of common paediatric emergencies, however the ST1 skills day is low fidelity simulation with the groups working as team, learning together. The Ready for Reg day uses high fidelity simulation, focusing on human factors for example communication and leadership skills.

The courses are both organized and led by paediatric trainees. The organization requires extensive management skills including booking facilities, acquiring equipment and liaising with simulation centers. It also allows these trainees to develop a network of senior contacts within the paediatric simulation community, from whom they can learn facilitation and debriefing of simulation scenarios.

Goals/Objectives

The aim of the courses is to better equip the trainee Paediatricians for their next level of training, by building confidence from practicing emergency situations in a safe environment and learning from their peers.

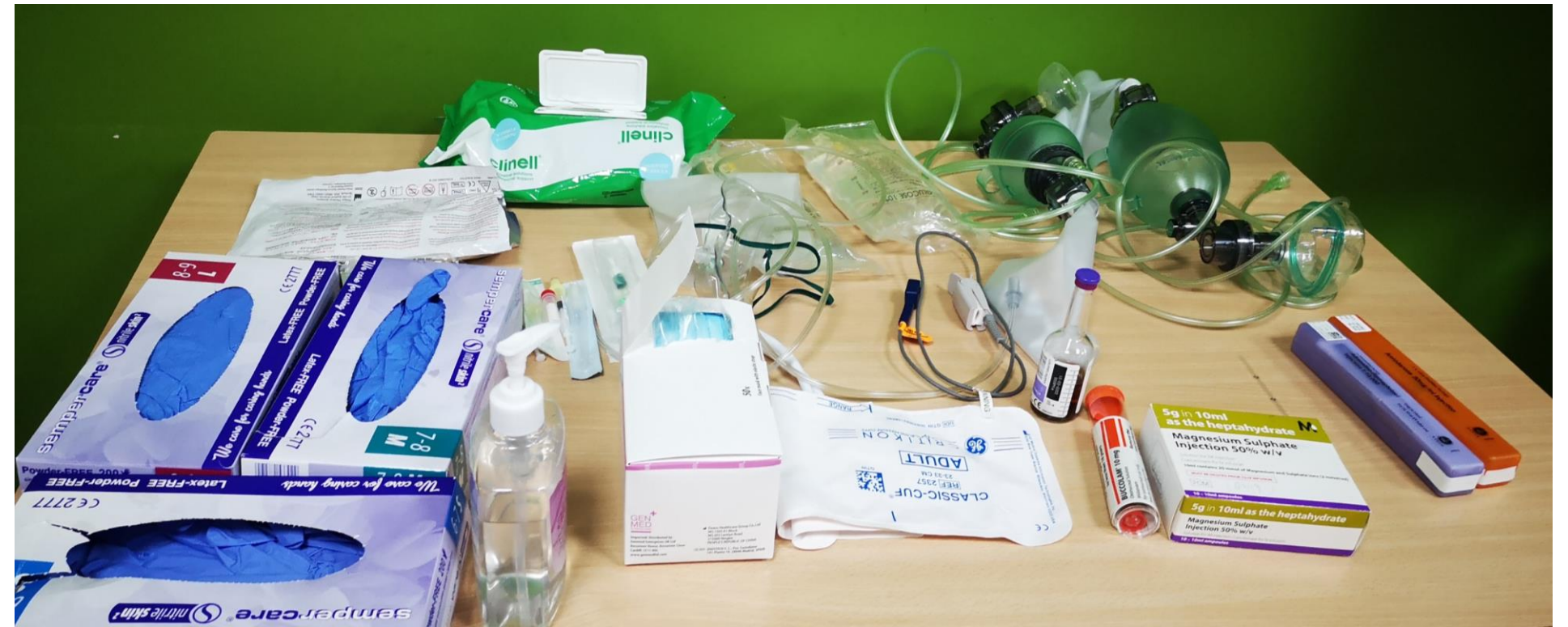
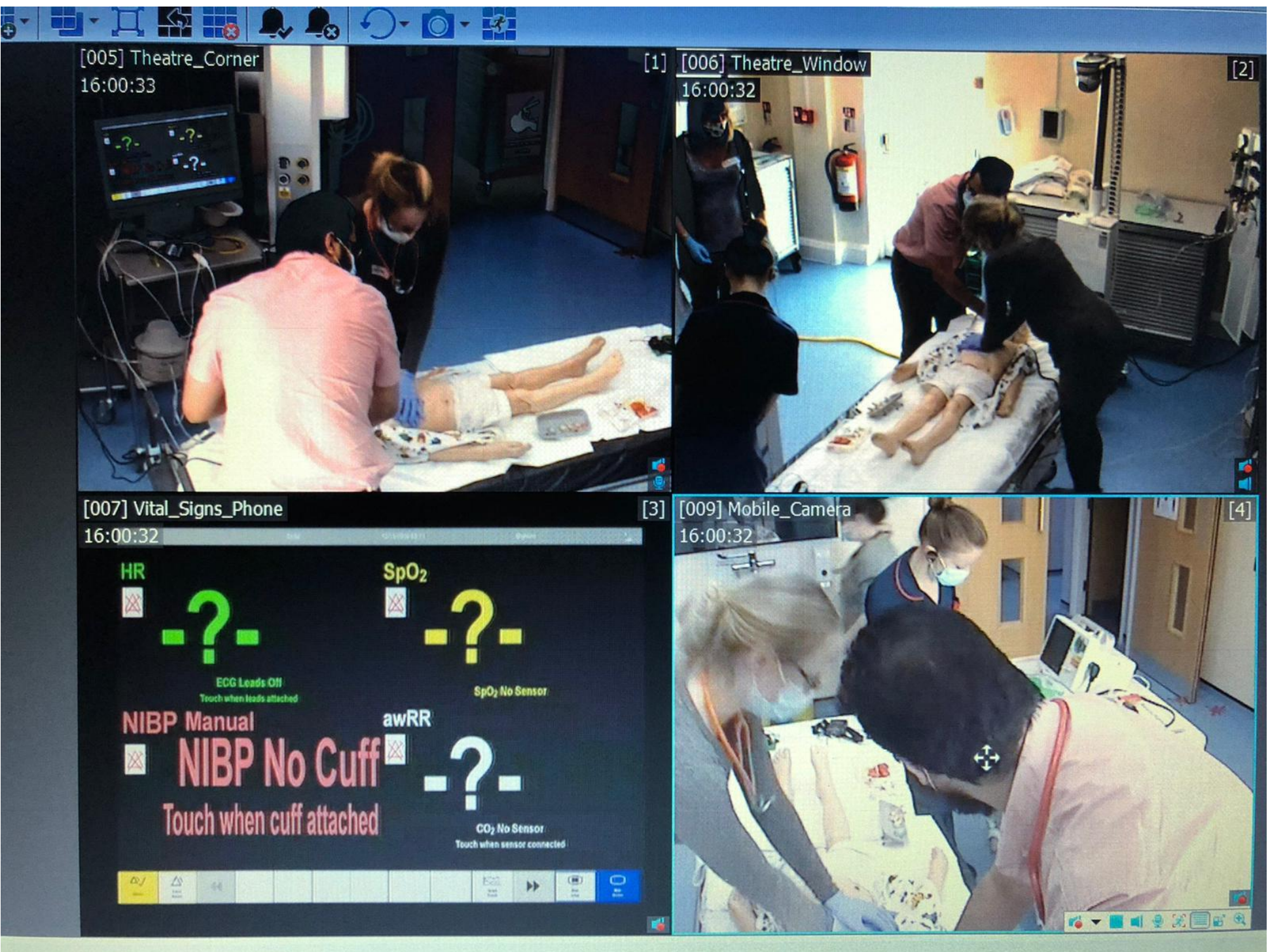
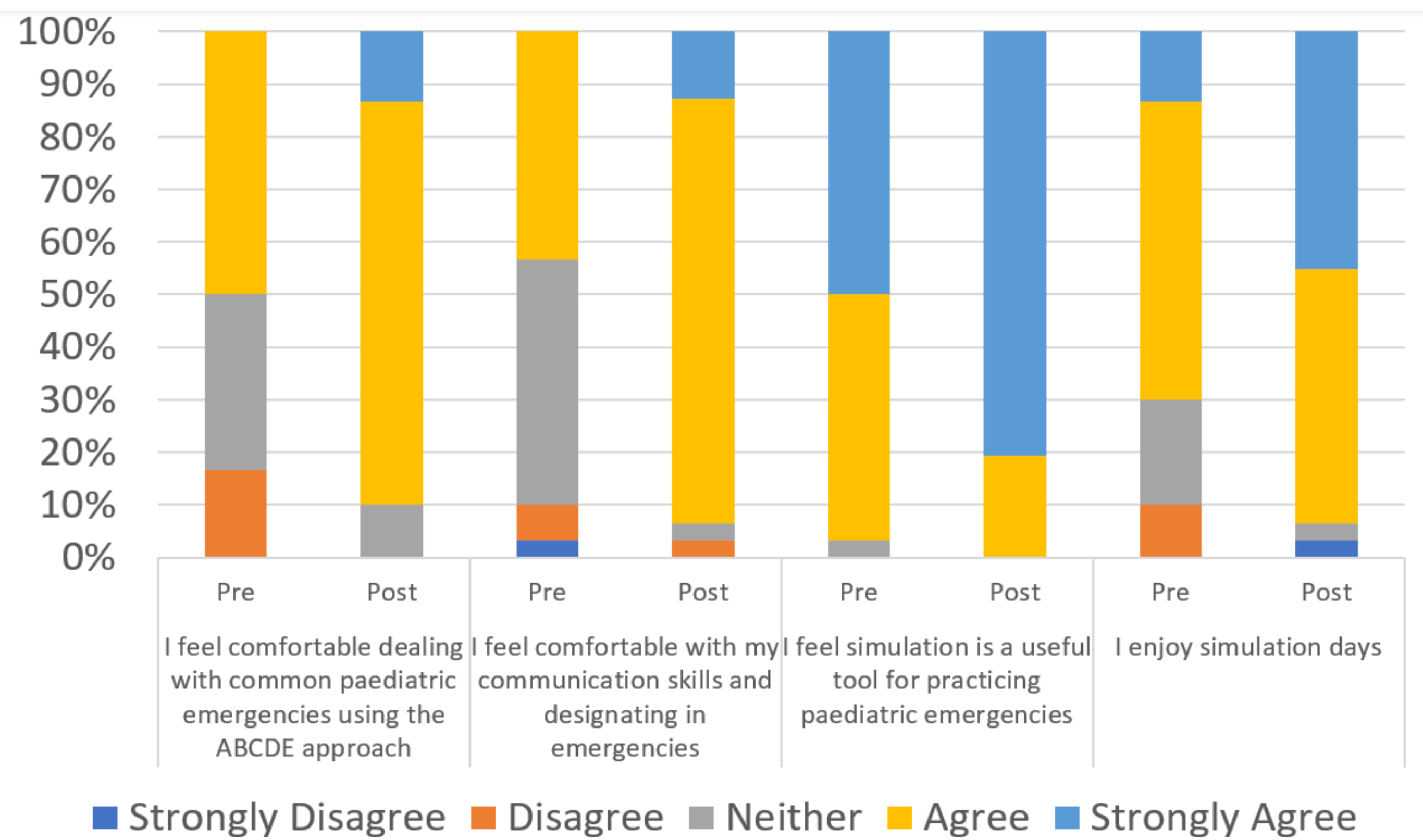
Feedback was obtained to determine whether trainees value these courses for their professional development and improve them to better meet the needs of the trainees.

Methods

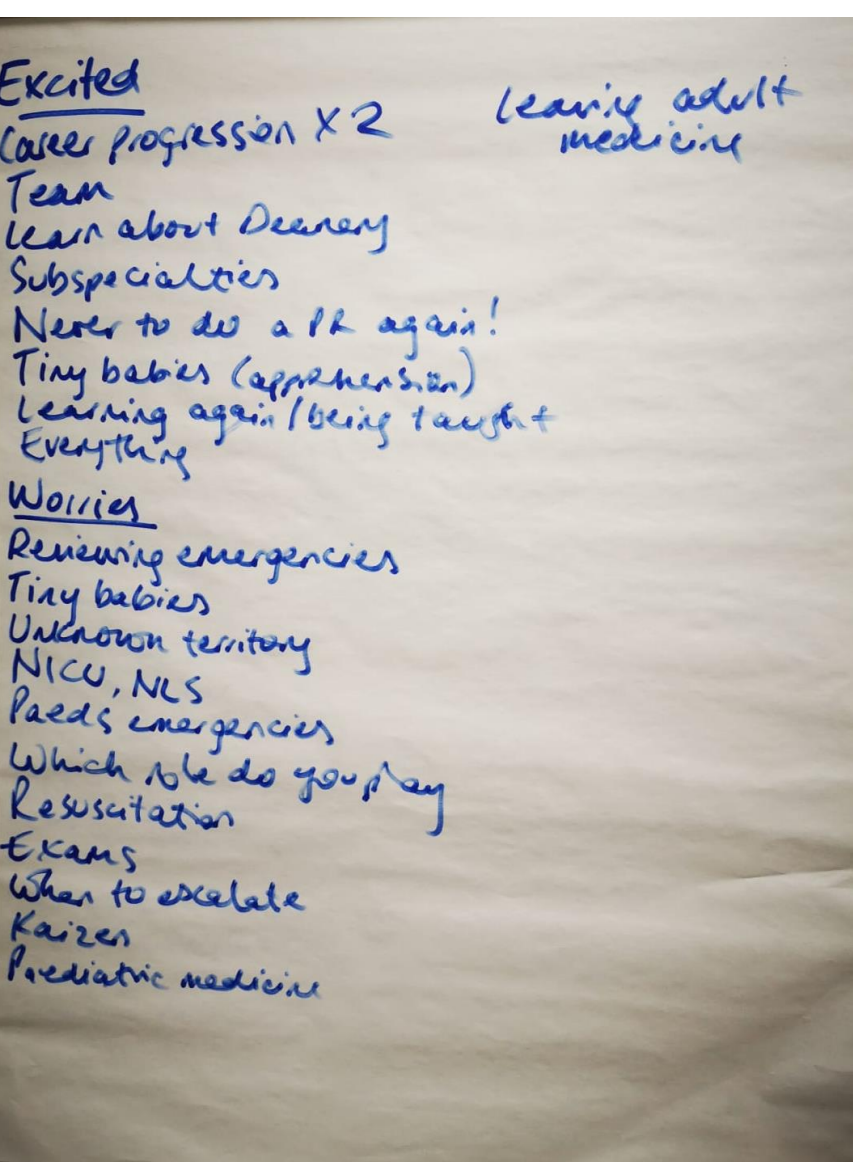
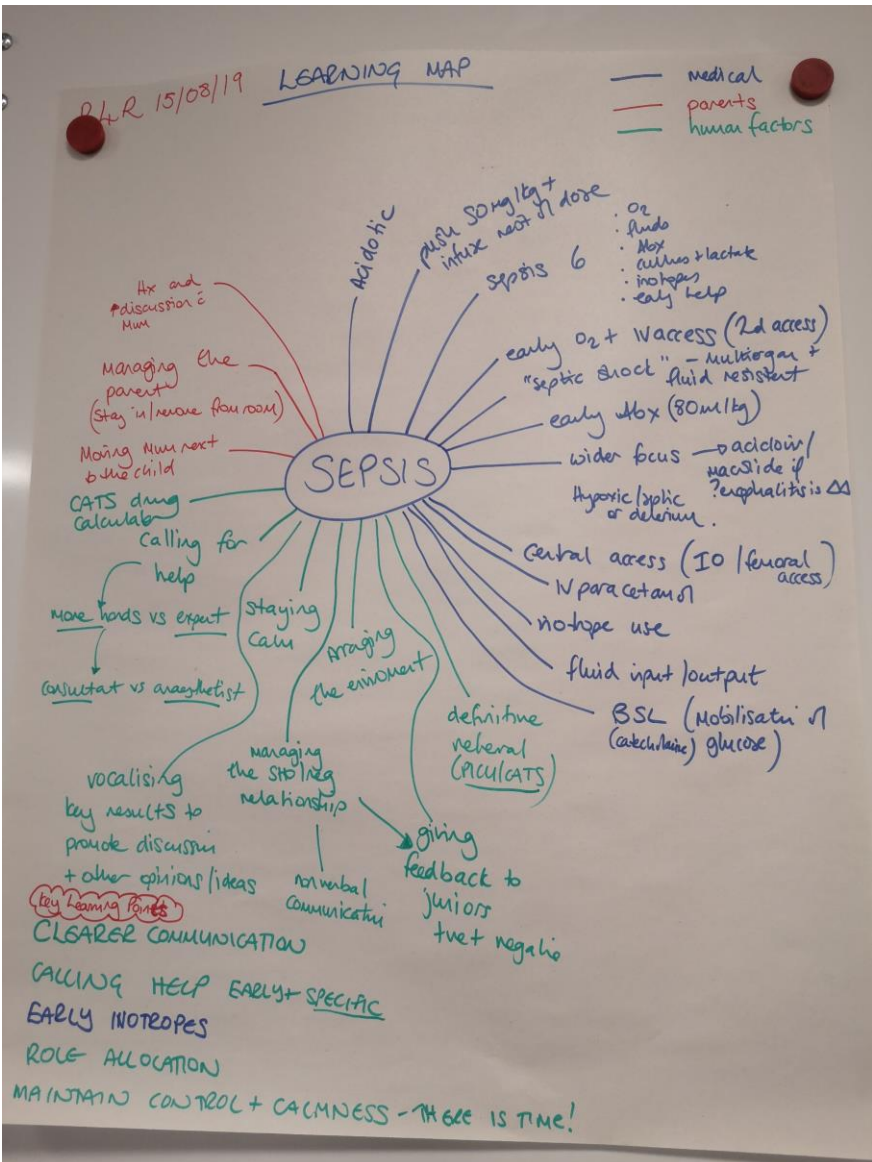
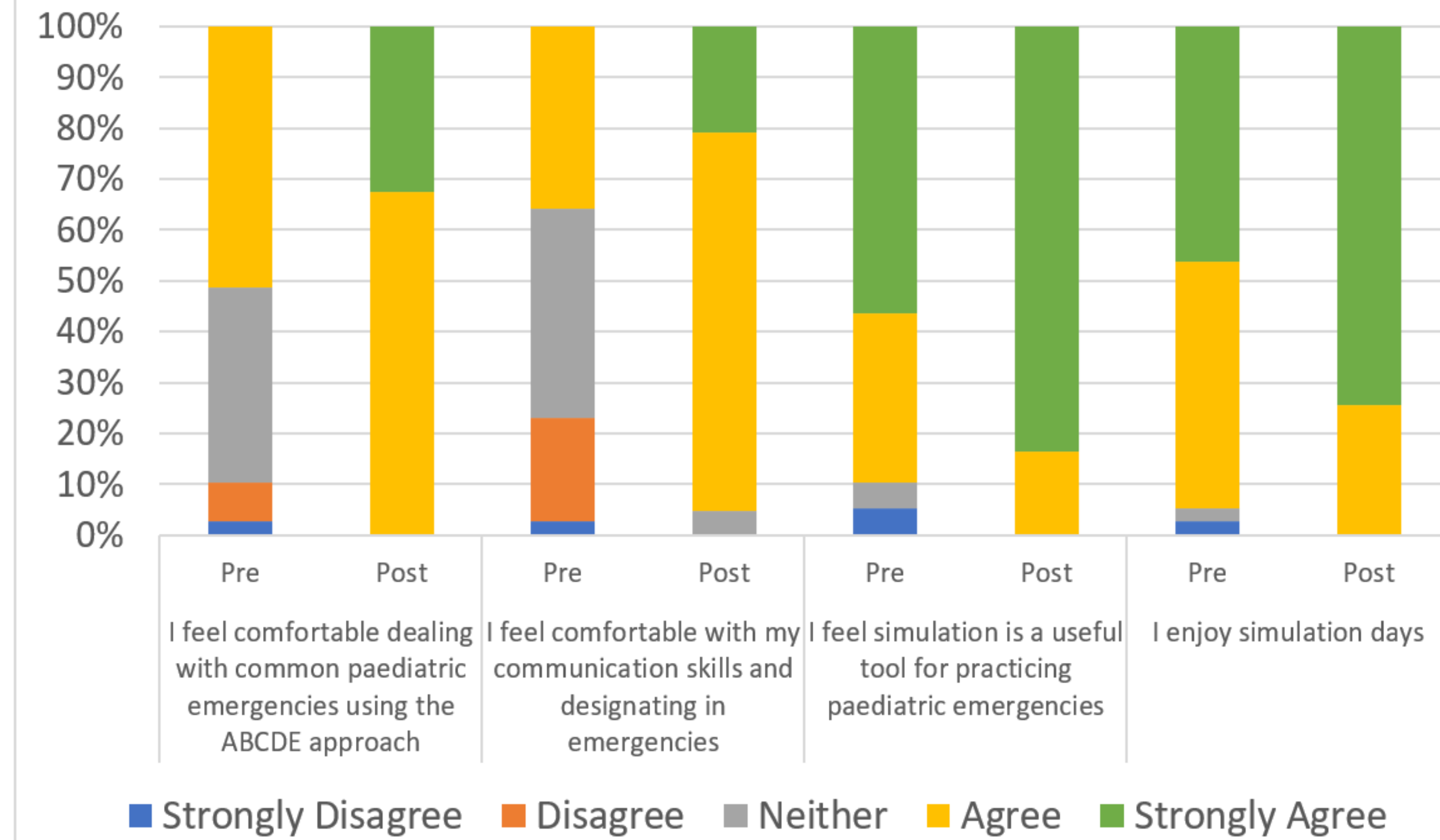
Anonymised pre- and post-course questionnaires were given to all course candidates over a 2-year period. Candidates ranked their confidence in different aspects of their job role, as well enjoyment of simulation.

Pre- and post-course questionnaires were compared to see whether the courses were meeting our goals, and whether trainees view of simulation enjoyment changed.

Ready for Reg: Pre and Post Course Questionnaire 2019-2020



ST1 Skills Day: Pre and Post Course Questionnaire 2019-2020



Results

Ready For Reg

- Increase in confidence in managing emergencies by 40%
- Increase in confidence in communication skills and task delegation of 51%
- Increase in view of usefulness of sim days by 3.4%
- Increase in view of enjoyment of sim days by 17%

ST1 Skills day

- Increase in confidence in managing emergencies by 49%
- Increase in confidence in communication skills and task delegation of 57%
- Increase in their view of usefulness of sim days by 11%
- Increase in view of enjoyment by 5%

Conclusions

- At both Level 1, and Level 2 training, participants valued having a training day specifically dedicated to preparing them for situations they are likely to face in their new role, thus leaving them empowered.
- Feedback from previous days have been incorporated into subsequent simulation days. For example, the ST1 skills day was initially run as a mixed simulation and skills days, but it is now planned to run as two separate days – one for full immersion simulation, and one for practical procedures. Unfortunately, the skills day has been unable to run this year due to COVID-19 restrictions.
- At the time of the data collection, these courses were pilot projects. However, with the feedback we have received and the overall endorsement of the courses by the trainees, they are currently being expanded across the East of England.
- We have recruited new members to the organising team in order to deliver this new service.
- Emphasis remains on being trainee led, because we believe it ensures the authenticity of what trainees are likely to experience in their next level of training, thus keeping the teaching relevant. We also believe it maintains a safe, non-judgmental environment in which to learn.

Recommendations

- Expansion across the region with development of regional hubs. The aim is to allow more frequent courses, and courses that are more accessible to the trainees.
- Consideration of making the courses mandatory.
- For future courses, having a pre-course 'needs assessment' online survey to enable the facilitators to produce personalised courses for the candidates.