

# Foundations in Patient Safety Suite of Programmes – Adult, Paediatric & Midwifery

Kate Godding<sup>1</sup>, Stephen Cutler<sup>1</sup>, Colette Laws-Chapman<sup>1</sup>, Shum Dev<sup>1</sup>, Cheng Ong<sup>1</sup>

1. Simulation and Interactive Learning Centre, Guy's and St Thomas' NHS Foundation Trust, London, United Kingdom, SE1 7EH. [colette.laws-chapman@gstt.nhs.uk](mailto:colette.laws-chapman@gstt.nhs.uk)

## BACKGROUND

The Foundations In Patient Safety suite of programmes at Guy's and St Thomas' NHS Foundation Trust have been running as an inter-professional simulation based intervention since 2009. Throughout its 9 years it has been routinely evaluated through participant feedback, peer review and then adjusted via an annual course board review panel. The panel is representative of the relevant professional groups and includes the Foundation programme lead, Nursing & Midwifery preceptorship lead and core faculty.

Junior Doctors, Midwives and Nurses spend much of their undergraduate training learning about the theoretical basis and management of conditions they may encounter. They also tend to be isolated to their professional group however once they qualify they start working constantly together in inter-professional teams across all healthcare settings.

The one-day course is a mandatory element of the curriculum for foundation year doctors (year 1 and 2) and newly qualified nurses and midwives in their preceptorship year. For some this is the first time they have worked together in a learning environment to practice their technical skills and human factors skills together.

We developed an immersive simulation based course that enables these newly qualified professionals to practice these skills in a safe but realistic learning environment.

The course covers 5 simulation scenarios based on real-life clinical situations all of which are debriefed using the Diamond Debrief Model (1). Within the debrief we address any technical questions and then the relevant human factors are explored using the Circle of Care model for Compassionate Human Factors(2).



Figure 1: Human Factor Skills Compass<sup>2</sup>

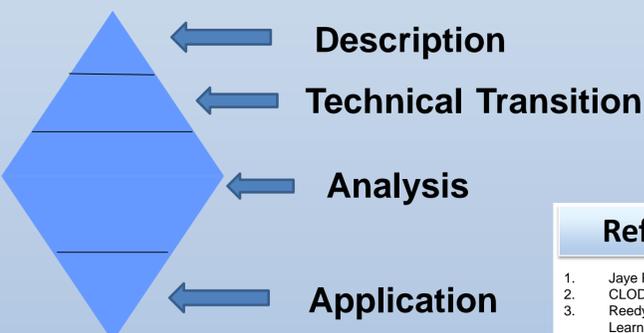
## ADULT COURSE AIMS & OBJECTIVES

- To reinforce foundation curriculum learning using common clinical situations
- To introduce inter-professional and cognitive skills required to perform effectively in complex clinical situations through human factors training
- To understand the role of human factor skills in clinical practice

Specific objectives inc.

- Describe & demonstrate the components of the SBAR handover tool and its impact on patient handover
- To confidently practice the components of ABCDE assessment in routine & emergency situations

## DIAMOND DEBRIEF MODEL 50 mins



## COURSE DESIGN

### Course & participant introductions: Establishing a safe container

Introduction to simulation environment & Patients

Safety Briefing, Board round & Mid shift huddle

5 clinical scenarios & human factors debrief

Shared learning & application to practice

### SCENARIOS – Adult

#### Scenario 1 – Exacerbation of COPD

10 Minute scenarios using human patient simulators (HPS) are designed for adaptation to the hospital or community setting depending on the participants work place.



#### Scenario 2 – Capacity & alcohol withdrawal

A simulated patient is utilised to enhance realism and with maximum efficiency: As the patient's voice in S1, the patient with capacity issues in S2 and then the relative of the patient in S3.



#### Scenario 3 – Anaphylaxis

After each scenario; clinical protocol clarification & technical questions are answered in the 15 minute technical transition phase which is incorporated in the diamond debrief (1). Hands on with the anaphylaxis kit is particularly well evaluated.



#### Scenario 4 – GI bleed

Nurse team assessment with escalation to the medical team reflecting day to day reality.

#### Scenario 5 – Cardiac Arrest

Use of contemporary equipment in the high fidelity simulation environment with immersive techniques –inc employing authentic environmental soundscapes and bespoke backdrops from Kwikscreens.

## Evaluation

In 2017-18 207 participants (56% nursing staff) have attended the course to date. Of those, 198 (96%) completed the pre and post training structured surveys assessing participants' learning of human factors skills for healthcare<sup>3</sup>.

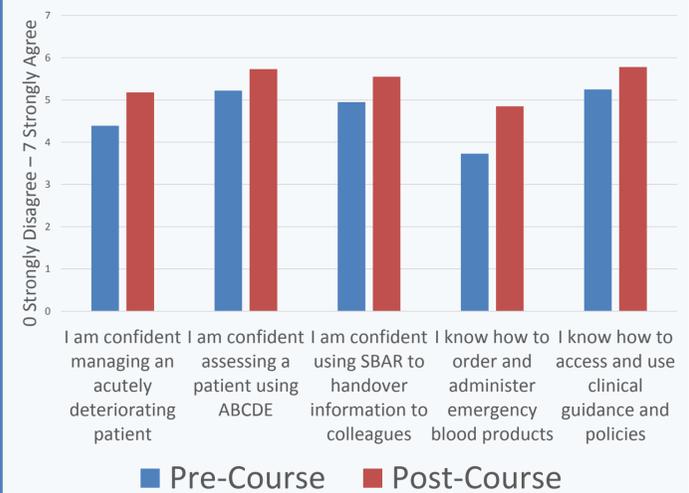
Sample qualitative data inc:

When asked "What one thing will you definitely try to change in your day to day work?"

Participants responded with:

- "Communicate more and better"
- "I will take a few seconds to clarify what I need to do in a situation."
- "Take 10"
- "To take a step back when I can't get the order right in my head"
- "Improved SBAR handovers to the MDT"
- "Addition of CUS" (Assertive language)
- "Saying out loud your ABCDE assessment"
- "Try and recognise other people's emotions in my team to ensure productive and effective team work"

### Pre and Post Foundation course evaluation.



## CONCLUSIONS

Despite the compulsory nature of the course participants rate their learning experience satisfaction highly, year on year. We put this down to the significant efforts made by the inter-professional faculty taking time to create a safe container for the learning experience, the attention to immersive detail and role modelling the basic assumption behaviours.

Our data has shown that newly qualified nurses, midwives and doctors have increased understanding of core safety practices inc. accessing of bespoke Trust policies and procedures and escalation to the appropriate team when managing the deteriorating patient.

In addition the course enables them to practice their ABCDE patient assessment & escalate across the inter-professional team in a safe learning environment. It has also enabled participants to explore self-care Human Factors such as routine breaks, rest periods and tools for stress management.

We would like to extend the inter-professional approach by expanding medical places on the midwifery and paediatric strands and open the course to allied health and non – medical staff. We would also like to explore repetition sessions or half days and repeat in year two.

<http://guysandstthomaseducation.com/project/circle-of-care/>

## References

- Jaye P, Thomas L, Reedy G. 'The Diamond': a structure for simulation debrief. Clin Teach. 2015;12(3):171-5.
- CLOD Ensemble & Guys and St Thomas' NHS Foundation Trust Simulation & Interactive Learning. (2016) Circle of Care: A framework for compassionate healthcare.
- Reedy G, Lavelle M, Simpson T, Anderson J. (2017) Development of the Human Factors Skills for Healthcare Instrument: A Valid and Reliable Tool for Assessing Interprofessional Learning Across Healthcare Practice Settings. BMJ Simulation & Technology Enhanced Learning.