Quality Improvement and Patient Safety

1787 'SKILLS AND DRILLS': STAFF TRAINING SESSIONS IN THE PAEDIATRIC EMERGENCY DEPARTMENT OF A MAJOR TRAUMA CENTRE

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Background The Scottish Trauma Network (STN) was set up to form four new Major Trauma Centres across Scotland. To prepare our paediatric ED for this a series of ‘Skills and Drills’ sessions were created by ED staff to cover a range of topics related to the practical care of a patient in a major trauma setting.

Objectives The aim was to create safe, socially distanced teaching sessions with pre-reading materials that would enable staff to fulfil the Key Performance Indicators of a Major Trauma Centre in the midst of the global pandemic.

Methods An initial six week pilot round of sessions was delivered and feedback sought from staff who had attended. This was taken into account and used to update the sessions.

Staff chose from a selection of specific words to describe the sessions and were encouraged to add their own words that they perceived to be relevant. A ‘word cloud’ was created that visually highlighted the most commonly selected words.

Staff were asked to provide a number out of 10 that described their knowledge of the topic covered in the session both before and after the session was delivered. Averages were then visualised in bar charts to represent the change in knowledge levels following sessions.

Results A word cloud was created. The more times a word was chosen, the larger it was represented on the chart. Sessions were widely found to be practical, interactive and supportive.

Average values for self-estimated knowledge levels out of 10 were represented in bar charts and are shown:

Conclusions Common descriptors of the sessions included: ‘practical’, ‘interactive’, and ‘informative’. This suggests that sessions reduced cognitive load leaving more time for staff to assess patients in front of them. The bar charts show a subjective estimation of increased knowledge in every topic covered during the sessions.

Given the positive responses prompted by these initial sessions, it is hoped that similar sessions may be delivered by other departments in the hospital. The success of these trial sessions is an example of the benefits of an interactive, structured, face to face teaching programme that is achievable within the current constraints of social distancing.

Association of Paediatric Emergency Medicine

1788 THE PEM SPECIALIST: APPLYING AND DEVELOPING THEIR UNIQUE SKILLSETS IN THE EARLY MANAGEMENT OF PIMS-TS

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Background Between March 2020 and February 2021, 160 patients with acute covid infections and the associated paediatric inflammatory disorder, PIMS-TS, were transferred to paediatric intensive care units by the largest regional transport service in Europe.

Local paediatric emergency departments have become attuned to the presentation of these patients, implementing early monitoring, workup and treatment in line with evolving national guidance. We have identified there has been reduction in the time taken to identify PIMS-TS, to initiate treatments and referral to PICU transport teams, potentially improving patient outcomes.

The role and skillset of the PEM specialist is vital in providing early identification and management of this patient group. We make the case that point of care ultrasound...