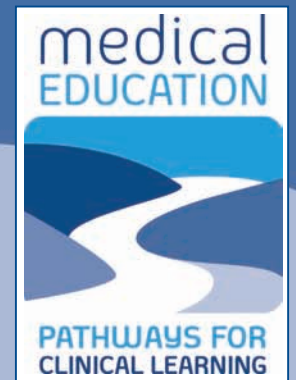


The NHSL Student Programme



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THE NHSL STUDENT PROGRAMME

Welcome to NHSL Medical Education

The NHS Lanarkshire Department of Medical Education strives to support '*pathways for clinical learning*' at the highest level for all medics: from student to senior consultant. We support undergraduate clinical teaching for the Universities of Glasgow, Edinburgh and Dundee. Conventional problem-based learning, tutorial and clinical teaching are delivered in accordance with the relevant University Curricula along with student assessment.

However, the Department of Medical Education also provides specific additional *pathways* to support medical students attached to the region which are detailed on the following pages. In addition, we aim to provide high quality resources and facilities over and above what is normally expected on clinical attachment.

We are constantly striving to improve our service: please let us know of any suggestions for future development (meded@lanarkshire.scot.nhs.uk).



'RECOGNITION AND MANAGEMENT OF THE SICK PATIENT'

This two day course provides training in the recognition and management of acute conditions that are commonly encountered in the clinical arena. The ethos of the course centres around prevention of cardio respiratory arrest. It aims to develop skills and enhance clinical practice to:

- ◆ improve early recognition and prompt management of the 'sick' patient
- ◆ provide skills to assess and treat the 'sick' patient
- ◆ improve confidence in managing cases

The programme teaches students how to perform an appropriate and prompt assessment of an acutely unwell patient. In addition, it explores the initiation of appropriate treatment that may prevent deterioration to cardiac arrest in such patients.

Objectives

By the end of the course, students should be able to:

- ◆ use a systematic ABCDE process to assess & identify ill patients
- ◆ utilise simple monitoring equipment to assist with patient assessment
- ◆ implement immediate therapeutic measures which may help to prevent patient deterioration
- ◆ recognise when additional or more senior help is required

A systematic approach is presented, using a combination of Powerpoint® lectures, DVDs, demonstration skills stations, and practice sessions. The practical sessions involve realistic scenarios that have been designed in association with acute hospital clinicians, simulated using a full-body, computer controlled manikin and props. The Department of Medical Education Resuscitation and Clinical Skills Trainers facilitate the student journey through a series of specific scenarios and assist their learning through controlled post-scenario de-briefing.

The course employs continuous assessment and therefore does not involve formal testing. After an initial pilot on one of our acute hospital sites that received excellent feedback, the course has been extended to run across all three hospital sites.

Course overview

Key principles

- ◆ Systematic Approach to Patient Assessment
- ◆ Demonstration of ABCDE Assessment

Airway Management

- ◆ Oxygen therapy
- ◆ Airway manoeuvres
- ◆ Airway adjuncts

ECG

- ◆ Accurate lead placement & Recording
- ◆ Cardiac Rhythm Recognition
- ◆ 12-lead ECG – Interpretation of ACS
- ◆ Causes, Effects and Treatments

Cannulation and Arterial Blood Gas Sampling

- ◆ Principles of Cannulation
- ◆ Preparation and connection of IV fluids
- ◆ Principles of Arterial Blood Gas Sampling

Clinical Situations

- ◆ Chest pain
- ◆ Breathlessness
- ◆ Abdominal pain
- ◆ Acute heart injury
- ◆ Blunt chest trauma
- ◆ Arrhythmias
- ◆ Shock
- ◆ Diabetes

Course elements

ABCDE

Building on the ABCDE lecture, and using a manikin, the course works through the ABCDE assessment, demonstrating how to treat the life-threatening problems, and incorporating the following specific skills:

- ◆ **A**irway: including basic airway management, teaching about how to prescribe oxygen appropriately, how to use airway adjuncts and suction catheters and how to use nebulised therapy, including how to put together a nebuliser
- ◆ **B**reathing: including teaching about the values, risks and accuracy of oxygen saturation monitoring, ABG transportation and basic ABG interpretation
- ◆ **C**irculation: including tips on cannulation and IV fluid preparation / prescription
- ◆ **D**isability: including how to access conscious level (GCS and AVPU) as well as BM monitoring
- ◆ **E**xposure: tips on what to look for when continuing with examination (rashes, swelling, bleeding, colour change)



12-lead ECG analysis

The course revises an understanding of the cardiac cycle and how it relates to the PQRST analysis of the ECG. Students are taught basic rhythm recognition and, in particular, taught to recognise where immediate action is indicated.



Prescription writing

Prescribing is an essential skill that is addressed throughout the course. In particular, time is spent highlighting common pitfalls including duplicate or illegible prescribing, and the need for caution if prescribing in retrospect.

In addition, it introduces NHS Lanarkshire's prescribing paperwork, including the drug Cardex, as well as the warfarin and insulin prescription charts. Advice on where to find additional information is also provided.

The course is designed to be highly interactive with the majority of learning acquired through carefully constructed clinical scenarios. The sick patient scenarios are based around the conditions shown in the overview.

PREPARATION FOR PRACTICE

In addition to your ward experience, NHS Lanarkshire Medical Education has arranged for you to have two extra additional training experiences. They are designed to help you explore the aspects of working as a junior doctor which can be stressful. These are summarised and described in detail below.

Clinical Prioritisation and Communication:

A simulated experience of work as part of an on-call shift as an FY1; feedback from experienced staff to help you identify things that work well for you and what you could add to this.

FY1 Led Teaching Sessions:

The current group of FY1s have recognised they have gained a great deal of knowledge and skills during their first year of work. They are keen to pass this on to their successors and help you prepare for employment in a hospital. They have decided to deliver six teaching sessions at each hospital.

Clinical Prioritisation and Communication

Objectives

- ◆ demonstrate / improve communication skills
- ◆ demonstrate ability to prioritise
- ◆ recognise personal limitations and when it is appropriate to refer to a senior colleague
- ◆ ABCDE assessment of sick patient

What will happen

- ◆ each candidate will have maximum of 1 hour
- ◆ it will be set in 'medical' wards
- ◆ you will be given a list of outstanding tasks which you will be expected to appropriately prioritise and complete
- ◆ a senior member of staff will assess you, but not intervene
- ◆ at the end the candidate will 'hand over' to the next shift
- ◆ you will then have time for reflection and the senior staff member will provide feedback
- ◆ finally, we would be grateful if you would evaluate the experience for us to determine if it has been a useful learning tool

FY1 Led Teaching Sessions

Objectives

- ◆ to improve the practical knowledge and skills of doctors in preparation for practice in areas that will be key to their role as a new FY1.
- ◆ to provide current Foundation doctors with an opportunity to acquire teaching experience that is structured and evaluated
- ◆ to facilitate the interaction and essence of team work within the potential doctors

What will happen

- ◆ six one hour teaching sessions spread over the first three weeks of the Preparation for Practice attachment, thereby allowing three weeks to put into practice what has been taught.
- ◆ each session will be conducted by 1-2 doctors who are currently in Foundation Year One. Clinical Teaching Fellows will provide support as required.
- ◆ format will be relatively informal
- ◆ teaching will be aimed at improving knowledge and skills that are essential for a new FY1 doctor. Topics will include things such as; how to complete referrals and laboratory requests, how to fill out death certificates and cremation papers, current hospital protocols and practical prescribing.
- ◆ practical experience of completing actual forms or prescriptions will be included where possible.



'ELEMENTS'

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Elements is a web-based teaching resource (www.medicelements.co.uk) provided especially for year 4/5 students. It has been developed to support and enhance medical teaching and through such teaching to:

- ◆ enhance understanding of the teaching topic before each clinical session
- ◆ introduce the student to a wide range of e-learning resources available elsewhere to support their clinical exploration
- ◆ enhance, through prior preparation, what can be learned during the clinical session
- ◆ evaluate what has been learned during the course
- ◆ evaluate the quality of the overall teaching experience

Before year 4/5 students arrive at NHS Lanarkshire hospitals on placement, they are given access to *elements* and are then set specific assigned cases to explore before a pre-determined clinical teaching session. During the teaching session, the tutor conducts a brief group review of the learning points and any queries raised by the online exploration. After this, bedside teaching is given which is related to one or more aspects of the online case. Following the bedside teaching, a de-brief is also conducted by the teacher to highlight key points and clarify any outstanding questions. All materials are copyright to NHS Lanarkshire, but students who have been granted access to the system can continue to use it following their attachment.



The elements

Each online session presents a clinical case and is made up of 4 course 'elements' which focus on different areas of learning:

*Element 1: **Aims and Objectives:** setting the scene*

- ◆ an overview of what the online and clinical teaching will provide
- ◆ a pre-course self-assessment of the initial understanding of the topic

*Element 2: **Online learning:** preparation ahead of the clinical teaching session*

- ◆ a case that highlights the conditions relating to the chosen symptom topic
- ◆ e-resources specific to the conditions in question, the exploration of which will enable the student to refresh their understanding of the theoretical aspects of each topic
- ◆ online exercises or questions designed to focus the student's thinking about the topic and channel their e-exploration
- ◆ a 'my folder' area for storing those links and documents the student finds most useful
- ◆ evaluation of the online learning

*Element 3: **Clinical learning:** relative to the hospital teaching event*

- ◆ guides on how to perform specific aspects of the history and examination of the system most relevant to the topic
- ◆ evaluation of the teaching provided during the clinical session
- ◆ a 'my folder' area within which the student can store points they wish to keep from this session

*Element 4: **Consolidation:** drawing it all together*

- ◆ an evaluation of what has been learned about the topic during the online and clinical sessions
- ◆ a downloadable certificate of work done (also stored in the 'my folders' area)
- ◆ opportunities for feedback

FACILITIES AND GENERAL SUPPORT

PC access

In each of the hospital libraries, students can access the PCs, videos and DVDs provided for all staff. However, in addition, to ensure students can access a PC, irrespective of other staff who may be using the library, a specific work station has been set aside for student use in each library during working hours.

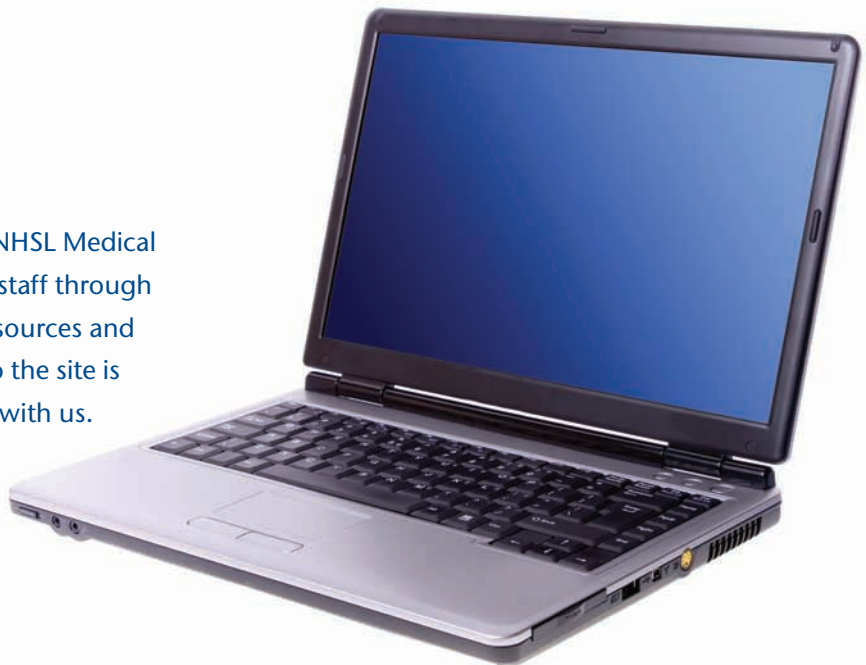
MEDED

www.medednhsl.com

MEDED is a website provided by the NHSL Medical Education Department for all clinical staff through which clinical guidelines, teaching resources and teaching news are available. Access to the site is granted to students during their stay with us.

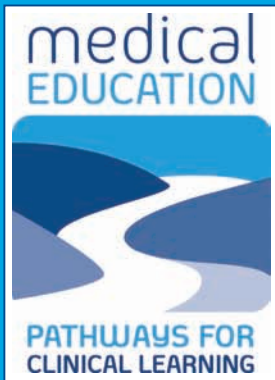
OSCEs

The Department supports the design and delivery of clinical skills-related OSCEs used within the University of Glasgow.





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