

On-Call Bleep Simulation for Final-Year Medical Students

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Background

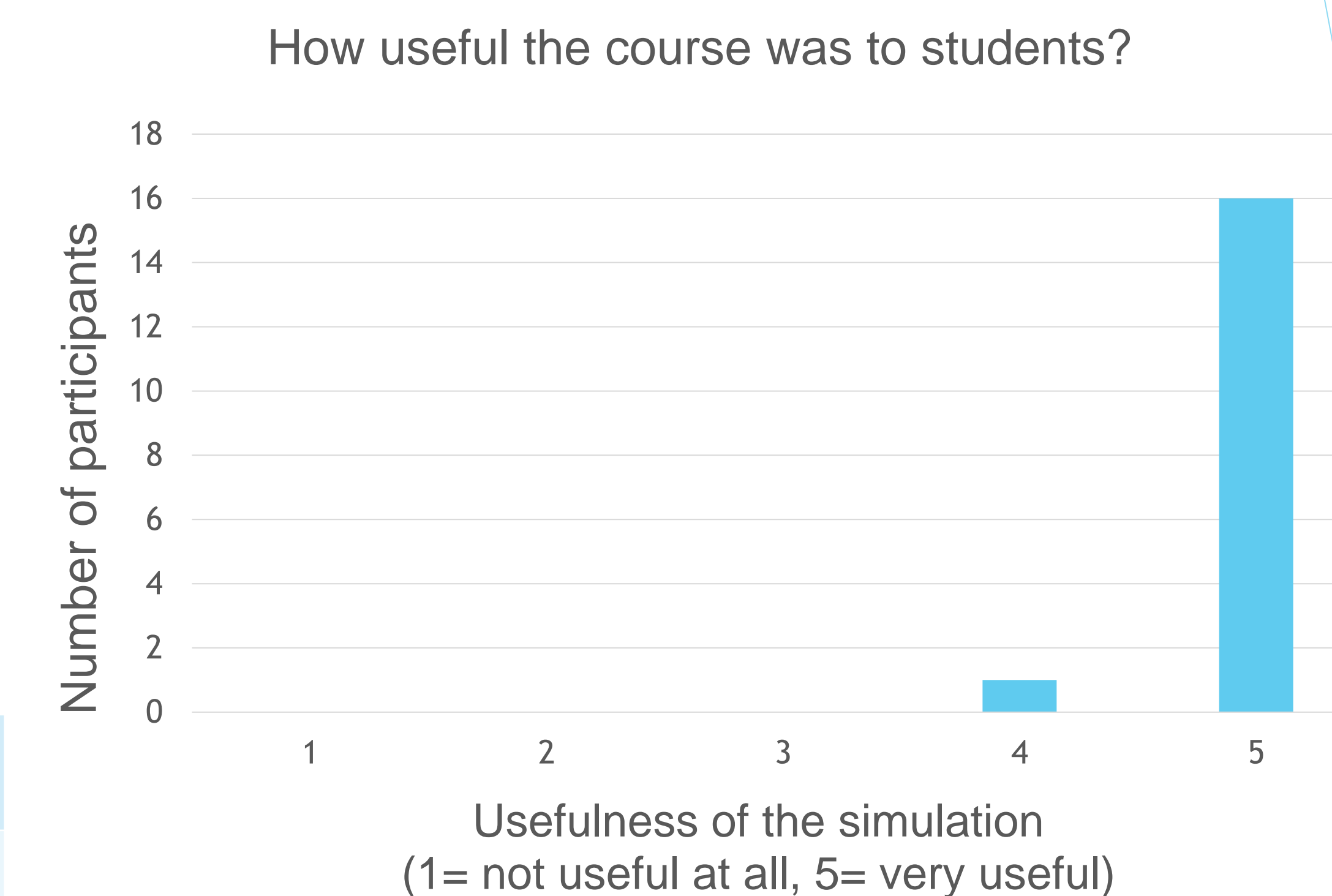
- ❑ A common concern amongst final-year medical students are on-call shifts as a newly qualified doctor .
- ❑ Medical school curriculums primarily focus on clinical knowledge, communication skills, and practical procedures.
- ❑ There is almost no assessment or teaching of non-technical skills required whilst on-call, such as dealing with pressure, task prioritisation, and appropriate escalation & handover.
- ❑ Therefore, we developed a practical teaching programme devised to improve confidence and preparedness for soon to be qualified doctors
- ❑ This in-situ simulation allowed students to fully immerse into the role of an FY1 on-call in a safe, risk-free environment.

Materials and Methods

- ❑ A total of six sessions were delivered from September-December 2020 for final-year medical students on placement at Hillingdon Hospital.
- ❑ Twelve simulated 'activities' were designed mirroring real tasks commonly encountered as an FY1 on-call.
- ❑ The activities were spread across various sites in the hospital (with no patient interaction or information involved).
- ❑ Students were briefed on how to respond to bleeps and how the session would run.
- ❑ Debriefs were carried out following the training to facilitate reflection and provide relevant teaching on the encountered scenarios.
- ❑ Students completed pre- and post-course surveys with Likert scale questionnaires and open comment sections to evaluate the teaching programme.

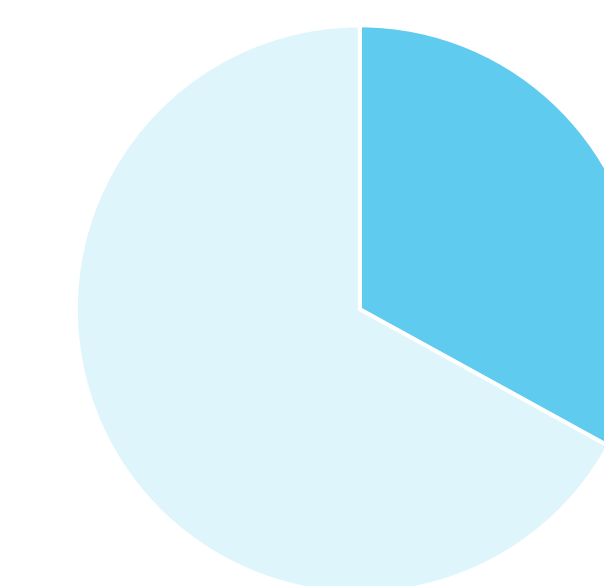
Results

- ❑ 17 students completed the on-call bleep simulation survey.
- ❑ Open feedback sessions established that students valued hospital ward use, using the bleep and handing over.
- ❑ 2/3rds of the candidates hadn't used a bleep prior to the session.



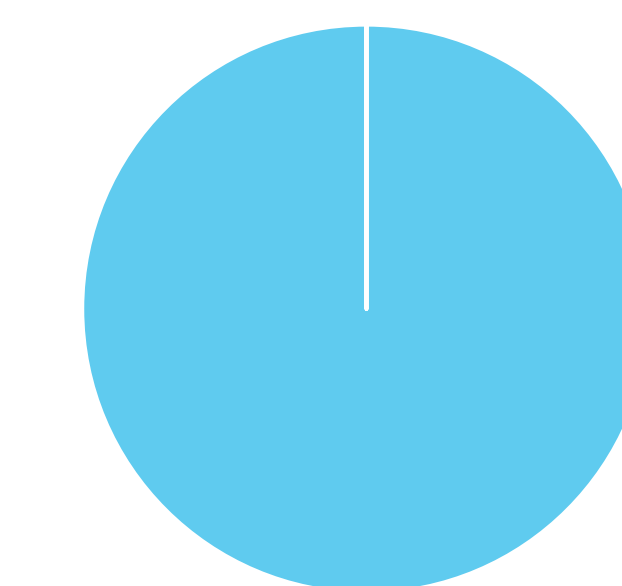
Task	Summary	Aim
Cannulating a patient	Intravenous cannulation to receive antibiotics for an infection.	Perform intravenous cannulation on a model arm.
Reviewing an acutely unwell patient	Patient has become acutely unwell with observations, clinical history and results corresponding with sepsis	Recognising the unwell patient, prompt review and escalation.
Rewriting drug chart	Drug chart had no space for nurses to sign to give medication for the morning. Students were bleeped to rewrite this.	This is a non-urgent task as no evening medication is due, thus giving it low priority in comparison to other bleeps received.

Pre- Course Confidence



■ Confident ■ Not confident

Post- Course Confidence



■ Confident ■ Not confident

Discussion & Conclusions

- ❑ A simulation-based teaching approach fits well Kolb's learning cycle for experiential learning.
- ❑ This on-call bleep simulation was very well received amongst the final-year medical students, with 100% of the participants have improved confidence for being on-call as a qualified doctor.
- ❑ This indicates that there is certainly scope for better preparing medical students during their undergraduate education.

