

## IN PRACTICE

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**TRAUMA TEAM TRAINING – MEETING THE NEEDS FOR SCOTLAND'S MAJOR TRAUMA CENTRES (MTCS)**

**Russell Allan**<sup>1</sup>, Nikole Runciman<sup>1</sup>, Aonghus McGivney<sup>1</sup>; <sup>1</sup>*NHS Ggc, Glasgow, United Kingdom*

**Correspondence:** [russellallan@doctors.org.uk](mailto:russellallan@doctors.org.uk)

[10.54531/DHWJ3438](#)

**Introduction:** Successful management of trauma patients is perhaps more reliant on optimal non-technical skills (NTS) than any other area of patient care. We believe that to be able to achieve this there is a requirement for inter-specialty immersive simulation training which is not currently offered routinely [1].

Using this form of shared training and reflection we hypothesise that we would see generation of new mental models and categorisation of knowledge which would supplement the skill, fact and protocol-based learning that is delivered by existing international trauma courses.

**Methods:** We created 5 trauma scenarios aimed at meeting learning outcomes based around vital NTS. Consultants or senior trainees in emergency medicine, anaesthetics, intensive care medicine and surgical specialties attended along with trauma nurses.

Scenarios were managed in teams of 5 with the remaining attendees observing. The participants and observers were varied for each scenario allowing adequate opportunity for

both observation and participation as well as experience in always working with different team members as would occur in clinical practice. All scenarios were recorded to allow reflection using video analysis in the debrief.

We aimed to determine if the perceived educational need was met by this course using a post course evaluation.

**Results:** Based on 29 responses, 93% reported that this course met their educational requirement 'well' or 'very well'.

Comments from participants included:

- 'Learning the different point of views of different specialities when dealing with a trauma. Very enriching discussions'
- 'Wide mdt, ability to talk through scenarios with multiple individuals'
- 'Great to work/ learn together with other specialties/ members of the MDT'
- 'Great mix of specialties on the course was an excellent source of learning.'
- 'Multidisciplinary aspect is its strength, working with colleagues and seeing their approach'
- 'Demonstrated the value of the role each person has in resus during trauma calls'

**Discussion:** The opportunity to be part of an authentic trauma team, observe other trauma teams in action and reflect with an inter-specialty group is powerful for developing NTS via the cognitive transformation theory. It appears that our learners recognised this as an important part of their educational development.

We conclude that this method of training meets the needs of the learners and therefore the trauma system.

In the future we would like to integrate this training into all relevant specialties curriculum and study its effect on the learners' performance level within a trauma team.

**Ethics statement:** Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

**REFERENCES**

1. Barleycorn D, Lee GA. How effective is trauma simulation as an educational process for healthcare providers within the trauma networks? A systematic review. *International Emergency Nursing*. 2018;40:37-45.

