**P91** INTERPROFESSIONAL BARIATRIC TRAINING: – SAFE MANUAL HANDLING TECHNIQUES FOR HEALTHCARE STUDENTS

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**Background** Obesity is a growing problem within health care services and in preparing our undergraduate healthcare students for this the multidisciplinary moving and handling team at Northumbria University moved to develop a specialist bariatric simulation session to educate students across the health-care disciplines to ensure safe techniques are understood and followed to ensure patient/client safety during clinical placements.

**Summary of work** In preparation for introducing this new aspect of moving and handling training to the students the team undertook some specialised education and following this have developed a bariatric training session. Using both a specialized bariatric suit and bariatric equipment we aim to ensure the student gains a simulated experience of assisting the obese patient/client to change position, move from the bed to the wheelchair and move within the bed. In addition to this we plan to encourage a small number of students to wear the bariatric suit during the session in order for them to briefly experience the restrictive nature and subsequent potential psychological effects of being obese.

**Summary of results**

- An improved understanding of some of the difficulties faced by obese patients in terms of mobility.
- An improved understanding of the difficulties in employing usual moving and handling techniques with an obese patient.
- Some appreciation of the negative psychological aspects felt by those who wore the bariatric simulation suit.
- Greater appreciation of the increased time and staffing required for manoeuvres.
- Development of a plan for pilot session with students.

**Discussion and conclusions** Providing care for obese patients has increased in recent years and in preparing students to employ safe moving and handling practices it was felt essential to develop the teams expertise and include this aspect in our training packages. In introducing the staff and then the students to the safe use of the bariatric equipment will hope we will prepare the students appropriately for the use of such equipment within their clinical placements, thus preparing them for the workplace after graduation/qualification.

**Recommendations**

- Carry out small pilot sessions with senior undergraduate students to finalise the format of the sessions to ensure safety, timing and sensitivity is appropriate.
- Feedback from these session would be gathered to inform the process moving forward.
- To introduce the sessions to the undergraduate students over the next academic year.
- To utilise this method when developing other aspects of the moving and handling programme.

**REFERENCES**


**P92** ROLE OF A SIMULATION NURSE ‘A PERSONAL REFLECTION’

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**Introduction** I am a Simulation Nurse in The College of Anaesthetists of Ireland Simulation Training Centre and would like to reflect on my role and how it impacts on me. I hope through this study to present an overview of the core values essential for this role, the positive impact its input contributes, the respect it promotes, and the personal rewards gained by being immersed in the Simulation Training Centre.

**Method** The format of my presentation is through a list of related questions, answers and conclusions.

Questions:

1. What is my role as a Simulation Nurse?
2. Why am I important to the centre?
3. How does the role make me feel?
4. Are my skills adequate for my role?
5. Would I recommend it as a career choice to somebody else?

**Results** Answers:

1. I prepare, support, role play and direct scenarios in the right direction, making sure that learning objectives are met. I collaborate with the faculty team before and after each Scenario following which debriefing and feedback takes place.
2. My experience as an Anaesthetic Nurse makes me ideal for the role, being there regularly for the courses brings familiarity and continuity to the smooth running of the centre and that I feel is paramount.
3. I feel very privileged, delight in my role–playing skills and that takes ingenuity. It is reassuring that even as I participate I am still continuing my personal development.
4. My nursing experience helps majorly, I have undertaken technical training to make sure that I can operate and troubleshoot Simulation and Audio–visual equipment in the centre. I avail of in–house opportunities to update my skills in relation to equipment and course material.
5. My job satisfaction is immense and gratitude to me comes from all disciplines in the centre. That I find very touching and it makes me feel that I really belong, what more of an advocate for the role of Simulation Nurse can that make me.

**Conclusions** Having been a nurse for a great many years and with a diverse career trajectory helps a lot in my understanding of the objectives of the centre. From my experience and satisfaction as a Simulation Nurse I would certainly recommend the role as a career pathway.

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