Emergency medicine is a growing specialty and as hospital services become increasingly centralised, emergency physicians are expected to perform several rare, time-critical procedures if speciality teams are unavailable.

The Royal College of Emergency Medicine curriculum highlights these procedures and, given their low incidence, recommends that simulation is used as a way to develop the skills. In development of this course there were 4 key curriculum areas identified that were not being covered on mandatory courses:

- Major maxillofacial trauma
- Obstetric cardiac arrest and neonatal resuscitation
- Can’t intubate, can’t oxygenate
- Traumatic cardiac arrest

At the time of writing, the only courses that tried to address these topics were skills based cadaveric courses and, while they may aid the technical skills training, they do not address the human factor elements of these complex cases. Likewise, these courses have limited appeal to nursing staff however nursing familiarity and input in these situations is key to optimal management.

The RIPS course was developed to address these issues. Educational theory was used to develop the course structure. A course handbook was developed with multi-specialty input with a focus on simplifying the procedures to the key steps. On the day, an initial lecture introduces human factors with a focus on critical decision making. These concepts are given context and are interleaved into subsequent debriefs. The candidates are split into multidisciplinary teams for the scenarios which utilised customised simulation models to increase fidelity. Debriefs were followed by workshops on the specific procedural steps and allowed time for deliberate practice and feedback.

A pilot course was run in 2018. Participants showed statistically significant increases in confidence in all areas. Qualitative feedback highlighted the benefits of having both doctors and nurses and a focus on human factor elements during debriefs. There were suggested improvements around the timing and structure of the course which have been developed and incorporated allowing more time to focus on the area’s participants found most beneficial.

This year, four RIPS courses have been organised and are fully booked by 60 candidates with an extensive waiting list. By November we will be able to present the feedback from these days and hope to be able to discuss the development of additional faculty with plans to run this course in additional centres.

REFERENCES

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**SC38**

RESUSCITATION INTERVENTIONS AND PROCEDURES SIMULATION (RIPS) COURSE – A NOVEL COMBINATION OF SIMULATION AND SKILLS-BASED TRAINING FOR EMERGENCY MEDICINE TEAMS

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**SC39**

USING SIM-COMPETITION TO ENHANCE AND AUGMENT INTEREST AND PARTICIPATION: AN INAUGURAL NATIONAL SUB-SPECIALITY CONTEST IN PAEDIATRICS

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**Background** Simulation-based education is now a well-established part of undergraduate and postgraduate healthcare education. However, many healthcare teams still experience challenges with providing this due to limited staff engagement. ‘Play is the highest form of research’ is a well-known quote that has been attributed to Albert Einstein. However, concerns about performing in ‘make-belief’ simulations & peer-critique inhibit participation and impede sim-based education credentials.

**Summary of project** We conceived, designed, facilitated and evaluated N. Ireland’s inaugural ‘Sim-off competition’. This was devised as a fun, educational opportunity to improve knowledge of Paediatric conditions, to aid networking, and act as an inter-speciality and multi-professional event. It was the first national sim-off competition in any speciality across the UK & Ireland. The contest ran as an informal ‘round robin’ competition with 10 competing teams representing hospitals from all 5 NI Healthcare trusts, a University APNP team and a Paediatric EM team from Dublin. Our prestigious judging panel comprised of 5 experienced paediatric clinicians with expertise in clinical education. Several moderate complexity scenarios were designed. Team marks were awarded for both technical and non-technical skills.

**Summary of results** 114 people attended this inaugural event in QUB Riddel Hall on Friday 15th June 2018. There were 44 Paediatric ST1-8 trainees as well as 70 other attendees. 26 doctors & 20 nurses formed the 10 competing teams.

Feedback was received from 21 participants and 11 observers. 85% of those (27 people) felt that performing simulation as a competition enhanced the educational experience. Some comments included: 'Extremely enjoyable day- competitive side of sim added to the experience', and 'An exemplary day of education. Well done to all involved on an excellent concept!'

**Discussion** This inaugural ‘sim-off’ contest has provided trainees and sim-enthusiasts an ideal opportunity to engage in an informal competition, enhance perceptions of sim-based education & generate region-wide enthusiasm. It is hoped this will be used as a platform for further similar events in undergraduate intervarsity competitions, and at a postgraduate level within various specialities (such as Anaesthetics, Emergency Medicine) as well as potentially run as a biennial event in Paediatrics.

**SC40**

DEVELOPING A SIMULATION STRATEGY

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**Background** In the UK, simulation-based education (SBE) is a typical component of undergraduate and postgraduate health