

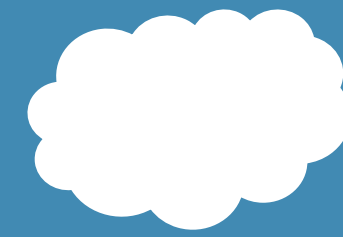
# “ MIND THE GAP ”

## improving anaesthetic trainee confidence in managing remote on-call work

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### Introduction

Novice anaesthetists spend their first three months learning the fundamental skills required for safe anaesthetic theatre care, as per the Initial Assessment of Competence [1]. However, a significant proportion of their on-call work happens outside of theatre, for which they typically do not receive formalised training. The 4th National Audit Project highlighted that airway management in non-theatre locations is associated with an increased rate of airway complications [2] and some trainees are significantly less confident in airway management in these settings [3]. We devised a regional teaching programme to address this training ‘gap’, aiming to better prepare novice anaesthetists for remote on-call work.

### Methods

Seven topics covering typical remote on-call work were identified and incorporated into a teaching programme. This included simulations, tutorials and practicals, as displayed in Figure 1. Eight novice anaesthetists from three different hospital trusts participated. Questionnaires were used to measure participants’ pre and post session confidence levels in management, rate the course content and gather feedback.

### Results

The trainees had low pre-course confidence levels, all of which improved after the course (Figure 1). The course content was rated highly with a median score of 5/5 across the teaching sessions. Participants commented positively on the opportunity to practice relevant on-call scenarios in a controlled environment

### Discussion

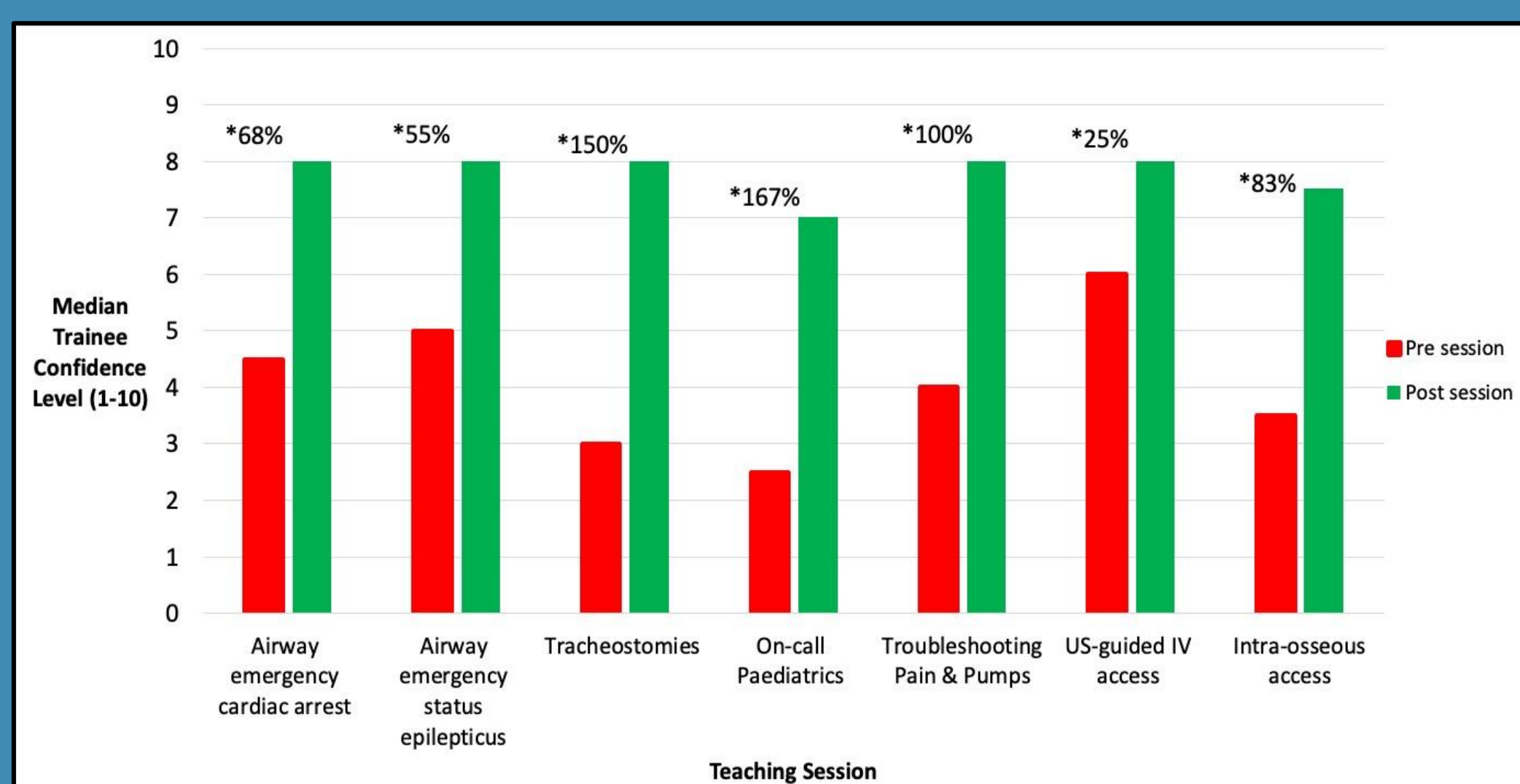
Remote anaesthetic work is an important part of trainees’ on-calls yet teaching on how to manage it is often lacking. This project demonstrates that novice trainees’ low confidence in this setting can be improved with a structured teaching programme. We suggest that a formalised teaching programme involving remote on-call scenarios should be incorporated into anaesthetic core training. We aim to refine and repeat the programme to cover a greater number of novices across the deanery.



US guided IV access teaching



Remote airway emergency simulations



**Figure 1** Trainee confidence levels in management pre and post sessions. \*Median percentage change. N=8.

### References

1. Royal College of Anaesthetists. Initial Assessment of Competence (IAC), Entrustable Professional Activities 1 and 2. London: Royal College of Anaesthetists: 2021. Available from: <https://rcoa.ac.uk/sites/default/files/documents/2021-06/EPA-1and2-workbook.pdf>
2. Cook TM, Woodall N, Harper J, Benger J, Project FNA. Major complications of airway management in the UK: results of the Fourth National Audit Project of the Royal College of Anaesthetists and the Difficult Airway Society. Part 2: intensive care and emergency departments. British Journal of Anaesthesia. 2011;106(5):632-42.
3. Wijesuriya J, Brand J. Improving the safety of remote site emergency airway management. BMJ Quality Improvement Reports. 2014;2(2):u202785.w1275.

All photographed participants have consented to their image being displayed in this poster.