

Background:

The busiest department of any hospital is arguably the emergency department (ED). With constantly shifting patient acuity and flow, as well as staffing levels and experience, managing ‘the shop floor’ is a difficult but essential skill to attain. It forms part of the Royal College of Emergency Medicine (RCEM) curriculum(1).

Table-top simulation has a well-documented use in natural disaster and major incident training(2) as well as being a cheap, safe and easy means of delivering reproducible teaching opportunities.

With the ever-increasing pressures faced by every ED in the UK(3), we asked whether table-top simulation could be used an alternative method to develop these management skills beyond experiential learning whilst on shift?



Figure 1 – Senior ED staff learning from “The Floor”!

Aims:

- 1.To simulate the day-to-day workings of a UK-based ED for use as a focused training tool as a means of developing skills necessary to safely manage an ED ‘shop floor’.
- 2.To build a table-top simulation that is easily adaptable for multi-disciplinary team application and major incident training.

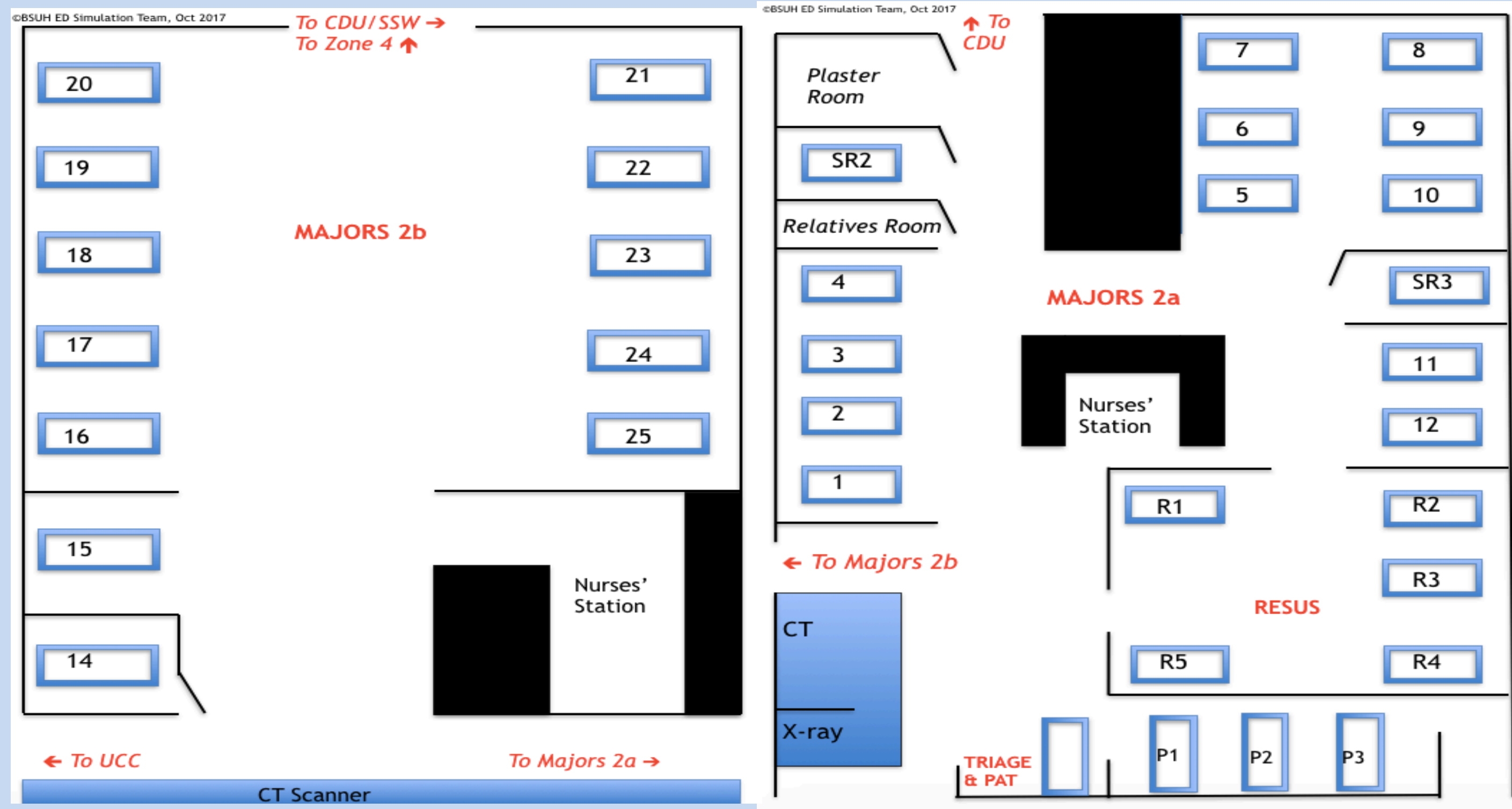


Figure 2 - Floorplan of BSUH ED, printed A1 size and used as ‘boards’ for the simulation

Methods:

We developed a turn-based game, designed around a ‘playing board’ which is true to our ED (Figure 1). Each turn, the candidate rolls a dice to dictate patient influx and result requests available. As simulators, we can introduce challenging situations or lifelines throughout to stress or ameliorate the scenario.

Pilot candidates were asked for unstructured feedback after each teaching session. Following this input, the simulation will be adapted and subsequent participants asked for more structured responses to aid future development.

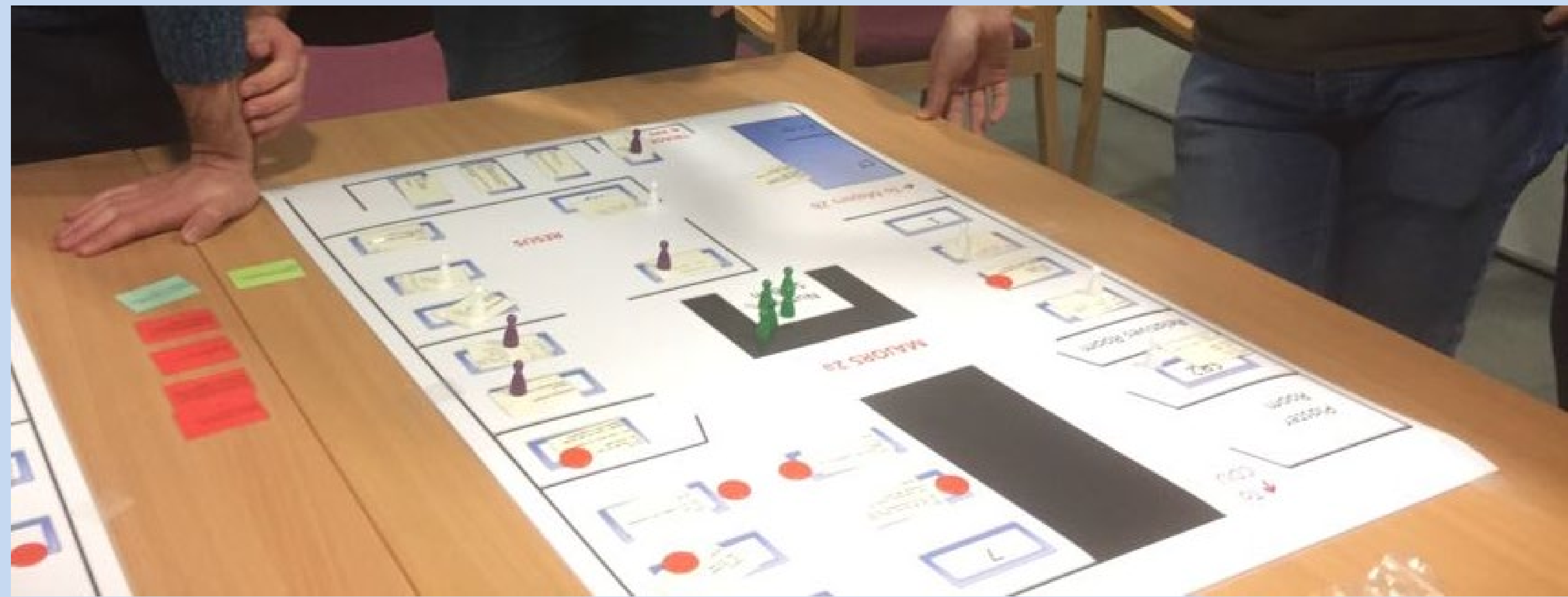


Figure 3 - “The Floor’ in use at a regional training day

Feedback:

“This should be **included** in the **ED curriculum!**”

“**So useful; a fun** way to think about managing the ED”

“You're not only teaching them clinical stuff but **how to triage and manage the dept**”

”This is how we work!! **I want to take it all and bring it back to my ED!!**”

Feedback was overwhelmingly positive and highlighted an appetite for expansion and to include pauses for huddles and debrief in real time

What’s next?

- Ongoing feature of both SHO and Registrar-level teaching series
- Re-playing real life crowding situations from our ED with hospital management to aid future workforce and environment planning
- Incorporating our MDT colleagues in their training sessions - current focus on Band 7 (Senior) Nurses
- Addition of an Urgent Care/Minor Injuries Unit
- Feature at regional training days
- Exploring conversion to video game - potentially with ability to include 4hr target timer

1. Royal College of Emergency Medicine. Curriculum and assessment systems for training in emergency medicine: August 2015 curriculum. 2015. Contract No. [https://www.rcem.ac.uk/docs/Training/RCEM%202015%20Main%20Curriculum%20-%20Applicable%20from%20August%202016%20\(approved%2023%20Nov%202015\)%20\(Aug%202016%20update1\).pdf](https://www.rcem.ac.uk/docs/Training/RCEM%202015%20Main%20Curriculum%20-%20Applicable%20from%20August%202016%20(approved%2023%20Nov%202015)%20(Aug%202016%20update1).pdf). [9th April 2018]
2. Cabinet Office, *Emergency Preparedness: Guidance on Part 1 of the Civil Contingencies Act 2004, Chapter 5 (Emergency Planning): Revision to Emergency Preparedness*. London: Cabinet Office; 2011. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61028/Emergency_Preparedness_chapter5_amends_21112011.pdf [Accessed 15/03/2018]
3. Royal College of Emergency Medicine, *RCEM Vision 2020: Fixing Emergency Department Staffing, Systems & Support to deliver excellent patient centred care*. London, 2017. Available at: http://www.rcem.ac.uk/RCEM/Quality-Policy/Policy/Vision2020/Vision_2020.aspx?WebsiteKey=b3d6bb2a-abba-44ed-b758-467776a958cd [Accessed 15/03/2018]