

Interim report on the LIVE Educational Award

Development of non-technical skills in the BVetMed curriculum

31st July 2015

Dominic Barfield

The camera has been used to record authentic situations in the QMHA, such as the process by which the ICU interprofessional team set up and initiate mechanical ventilatory support for a patient with respiratory compromise. Videos such as this will be used in the BVetMed curriculum for the demonstration of learning outcomes such as teamwork, communication, and management of acute respiratory distress; a further utilization of this material is due to start in August this year, in e-lectures explaining each of the various components of non-technical skills. This represents the first time this material has been formally addressed in the veterinary curriculum, both at the RVC and, to the investigators' knowledge, in undergraduate veterinary education in general.

The CPR simulation that is run in the Emergency Medicine rotation students, has been positively impacted by the development grant. The use of two tablets (a read only for the trainees and input one for the facilitator) with monitor screens (ECG, capnograph etc) has allowed a more dynamic and realistic simulation.

The first year of the project has been collating ideas about the best way to integrate, train and assess non-technical skills into the BVetMed curriculum. Rather than addressing the students perception of non-technical skills we have begun to look at patient safety in the QMHA and simple checklists that might be applicable to each rotation in order for the students to drive the patient safety of the hospital.

The project is therefore on track to deliver on its proposal to develop NTS in the BVetMed curriculum in the timescale of the development award.