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A Multidisciplinary Approach to Teaching Basic Life Support (BLS)

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Abstract

50 learners, 17 facilitators, 4 rooms, 3 hours, 1 Life Saving Skill

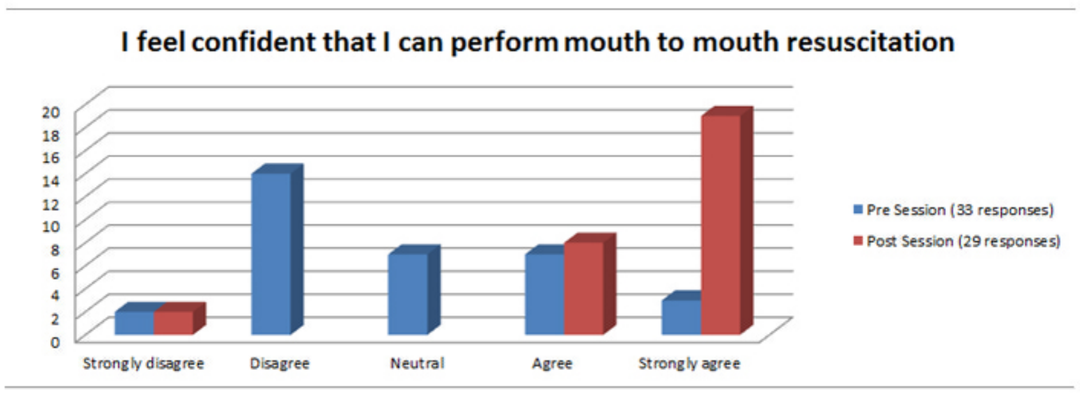
30,000 people a year in the UK experience a cardiac arrest outside the hospital environment (BHF 2017). Basic life support is included in mandatory training within the NHS for qualified staff and training for healthcare students is often undertaken in University. It has been shown that BLS training in small groups using simulation can increase a student's willingness to perform CPR (Hamasu 2009) and that the use of high-fidelity simulation for training can potentially increase the retention of knowledge and skills, however, this needs further evaluation (Aqel, 2014).

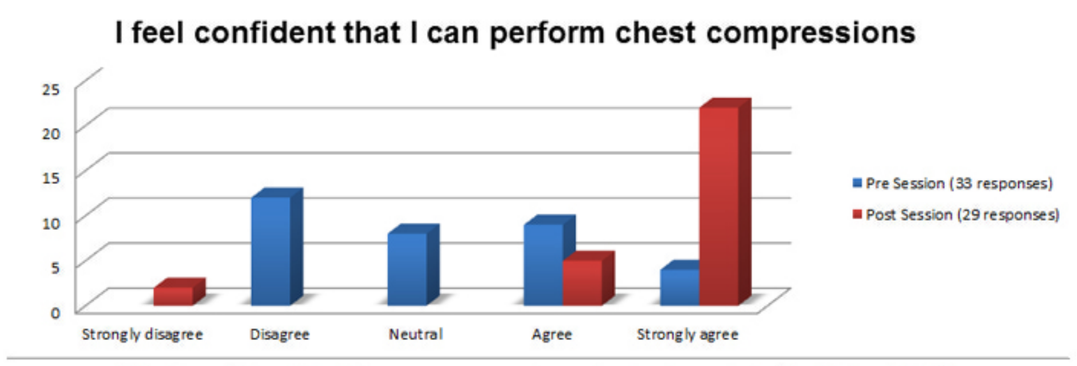
Using a large team of facilitators from a variety of clinical, non clinical and academic backgrounds, we piloted training BLS on mass to 50 sports students and staff. We used simulation and a 'round robin' approach to deliver BLS skills and evaluated the learning and logistics of the day.

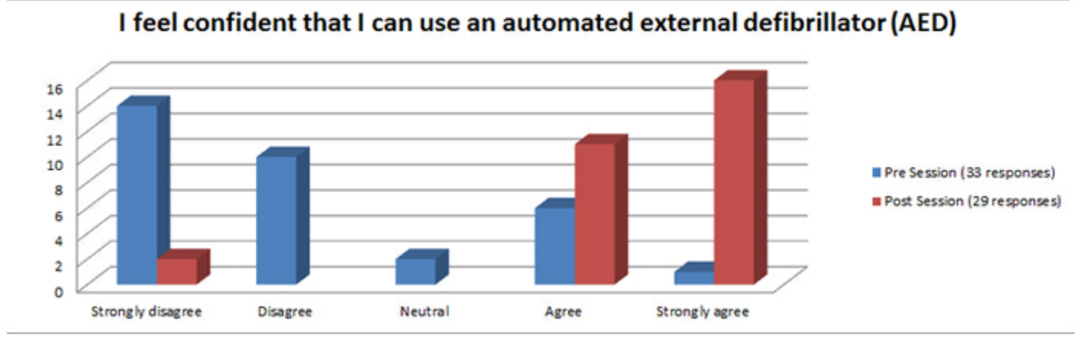
What...
…was our aim?

To train, in mass, students and staff how to perform good quality Basic Life Support using a multi-disciplinary team approach

Did...
...it work?







What...
…we did it?

- 5 workshops - Introduction, BLS, AED, Choking and recovery, Evaluation
- Set maximum group sizes based on venue availability (max 20)
- Secured suitable learning space and equipment
- Created a google site with pre-reading, skills videos and additional information
- Advertised for students and staff to attend
- Secured appropriate facilitators
- Scheduled learners using Eventbrite and distributed pre reading
- Briefed facilitators
- Delivered the sessions over 3 hour
- Evaluations

Pre reading website

Who...
...was involved?

The facilitators of the project included a multidisciplinary team, consisting of AHP, Nursing and Midwifery, and Sport lecturers and Technical staff. Learners were staff and students from the Sports Academy at SHU.

What...
…would we do differently?

- Ensure students engage with pre reading
- Create a screencast on how to do the evaluation
- Use a student ambassador/staff to go with each group to provide consistency, ushering
- Have a booklet of competence with just one place for the ILS trainer to to sign
- Have an action plan of what to do if a learner requires more time

What ...
…worked well?

- Size of group
- Rooms being close together
- Practical aspect and fast paced sessions
- Starting session two off with a live scenario
- Moving learners and not staff or equipment
- Using QR codes, videos, iPads, Googledocs, Googleforms

Where…
…next?

- Sport - plans to train 2000 undergraduate sports students BLS
- Allied Health Professions (AHP) department - train, on mass, 450 Allied Health Students during induction week
- Train BLS to all AHP, Nursing and Healthcare students in mass
- Further development of a multidisciplinary approach to delivering practical, mandatory and simulated elements of academic courses within the Faculty of Health and Wellbeing
- Ideas to train all Sheffield Hallam University staff in BLS

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