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129 INTERIM EVALUATION OF A CLINICAL EDUCATORS PILOT STUDY VIA A MULTI-STAKEHOLDER ONLINE SURVEY

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Aims/Objectives/Background In England, the demand for emergency care is increasing, confounded by challenges with recruitment and retention of multi-professional teams in Emergency Departments (ED). The intense working environment that clinical ED staff face is recognised as a cause of staff dissatisfaction, attrition and premature career 'burnout.' A new 'shop floor' Clinical Educator (CE) role may improve the retention and wellbeing of multi-professional ED teams. A Health Education England pilot developed and recruited CEs across 54 acute trust EDs in England, from 2017. Aston University and the Royal College of Emergency Medicine were jointly commissioned to undertake a service benefit evaluation. **Methods/Design** An online survey was circulated to CEs, learners and managers across the 54 study sites. Each group answered questions relating to experiences, opinions and reflections. Topics included impact of a CE on patient flow, confidence and competence of staff, as well as sustainability and any impact on staff wellbeing.

Results/Conclusions

Results 314 individuals accessed the survey and 291 eligible respondents completed it, including: 187 learners, 65 CEs and 39 ED Clinical Directors/Managers.

- Learners (169/187), CE (63/65) and managers (39/39) saw no change/an improvement in patient flow.
- 100% of CEs felt that a CE in the ED improved competence and confidence of staff (88.2% of learners, 89.7% of managers).
- 7% (61/65) of CEs and 87.2% (34/39) managers agree that CEs have improved wellbeing of staff.
- 8% of managers (26/39) were unsure whether the CE role would be funded beyond the pilot, but 66.7% (26/39) strongly supported continuation of the CE role.

Conclusion Interim evidence suggests that CEs positively impact the multi-professional ED workforce.

216 EVALUATION OF THE USE OF TELE-SIM IN THE EXAMINATION SETTING FOR FINAL YEAR EMERGENCY MEDICINE RESIDENTS IN INDIA

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Aims/Objectives/Background Travel restrictions during this Covid-19 pandemic created a barrier to bringing external examiners to conduct simulation assessments, a crucial component of emergency medicine examinations in India. Indefinite postponement would prevent several final year trainees from progressing and would have added to their stress and frustration during an already challenging time.

We conducted these evaluation via tele-simulation and sought to evaluate the feasibility and effectiveness of tele-simulation as tool for assessing the management of critically ill or injured patients by emergency medicine (EM) trainees. Our secondary outcome was a survey evaluating the attitudes and perceptions of fairness of this remote simulation modality for both faculty and trainees.

Methods/Design 104 residents from 14 separate hospitals across India were evaluated in pairs by a local facilitator and a remote examiner via Zoom. There were 14 local facilitators and 10 remote examiners based in the US, UK and India. All residents examined were given the same simulation case he examination over the course of 7 hours. Real time online structured evaluation forms were completed by both evaluators and each candidate was discussed after every pair to agree a pass/fail grade. The external examiners were blinded to the students overall 3 year performance, theory and thesis results. The tele-simulation evaluation was triangulated with the final examination theory and thesis exam grades and overall clinical performance and feedback over 3 yrs from their local supervisor. We surveyed local faculty, remote examiners and trainees.

Results/Conclusions 52 paired tele-simulation examinations were conducted by 24 local and remote examiners from India, United Kingdom and USA over 7 hours. Of the 14 candidates who failed, their tele-simulation grades correlated with overall performance. The interim data analysis of the survey results show that 96.7% thought the exam was fair Tele-simulation is a feasible and effective way to evaluate EM trainees.

71 ULTRASOUND DIRECTED REDUCTION OF COLLES' TYPE DISTAL RADIAL FRACTURES IN ED (UDIRECT): A FEASIBILITY RANDOMIZED CONTROLLED TRIAL

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Aims/Objectives/Background Wrist fractures are among the commonest injuries seen in the emergency department (ED). Around 25% of these injuries have Colles' type fracture displacement and undergo manipulation in the ED. In the UK, these manipulations are typically done 'blind' without real time imaging and recent observational studies show that over 40% of the injuries go on to require surgical fixation (due to inadequate initial reduction or re-displacement). Point of care ultrasound has been used to guide and improve wrist fracture reductions but it's effect on subsequent outcome is not established. We set up and ran the UK's first randomised controlled feasibility trial comparing standard and ultrasound guided ED wrist fracture manipulations to test a definitive trial protocol, data collection and estimate recruitment rate towards a future definitive trial.