Managing Emergencies in Paediatric Anaesthesia for Trainees (MEPAT) is an internationally recognised, peer reviewed and literature based simulation course which aims to give anaesthesia trainees the opportunity to develop skills in the management of paediatric anaesthetic emergencies (1).

Anaesthetic training in the UK is competency based with a minimum of 60 individual assessments and 20 'Units of Training' required to be signed off for completion of Intermediate training alone (2).

Previous work has mapped the MEPAT course to the Royal College of Anaesthetists UK (RCoA) coded competencies to create a curriculum map (3).

### Background

The MEPAT course is mapped to coded competencies within the following essential units of Annex C.

- Paediatrics
- Management of Respiratory and Cardiac arrest in children and adults
- Critical Incidents
- Airway Management

 MEPAT is also mapped to Improvement Science, Safe and Reliable Systems (Human Factors) within Annex G and also the GMC - Good Medical Practice Guidelines.

Following positive feedback from trainees using this curriculum map we had requests to embed Work Place Based Assessments into the MEPAT course - we piloted the use of standardised Case Based Discussion (CBD) templates.

### Methodology

We reviewed learning objectives within the MEPAT scenarios alongside our local MEPAT database of 'Take Home Messages' (THM's) - reported learning outcomes from course participants following each structured debrief.

The Take Home Messages that were generated on completion of the course matched the learning objectives set out for each scenario and were consistent across all courses. MEPAT Lothian has a small course faculty and therefore the style of debrief was very similar throughout.

Following this analysis we felt confident that our MEPAT debriefs or 'simulated case based discussions' were standardised – allowing us to create a CBD Template for each scenario using the THM's as core themes for discussion.

Within anaesthetic training, the ‘Case Based Discussion’ is rarely used to its full potential as a learning opportunity. They are often completed as a formality at the end of a theatre lists and with minimal discussion or assessment.

By utilizing simulation to create a structured and interactive approach to completing these required assessments- we have allowed the process to become much more engaging and practical for both trainees and assessors.

Our project has also shown that the debrief aspect of the course is fulfilling its role as the ‘Take Home Messages’ match up very well with both the course learning objectives and formal aspects of the anaesthetic curriculum.

This work demonstrates that simulation training can be successfully incorporated into a formal ‘Royal College’ curriculum.

### Results

The Royal College of Anaesthetists has an electronic assessment system and we found that this template could be easily transferred to the e-portfolio. Feedback from trainees and specialist paediatric anaesthetists has been extremely positive and MEPAT has agreed for our work to be used as a worked example for embedding simulation training into medical/anaesthetic curriculums.

Our CBD templates allow trainees to sign off several different competencies within one MEPAT scenario and has provided the assessor with a template to work from therefore minimising the substantial workload required to complete each CBD.

The extensive curriculum map and template ensures that each discussion covers a number of different subject areas including Good Medical practice guidelines, therefore allowing trainees to include these areas in their portfolio.

### Conclusions

Within anaesthetic training, the ‘Case Based Discussion’ is rarely used to its full potential as a learning opportunity. They are often completed as a formality at the end of a theatre lists and with minimal discussion or assessment.

By utilizing simulation to create a structured and interactive approach to completing these required assessments- we have allowed the process to become much more engaging and practical for both trainees and assessors.

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### References

1. www.mega.org.uk