

Time-Critical Telephone Conversations with Relatives in the Emergency Department

(Role-play Simulation)

FACILITATOR PACK



Authors:

Dr Sarah Edwards, Dr Lisa Keillor,
Dr Abigail Millett, Dr Ffion Davies

#EM3

East Midlands Emergency Medicine Educational Media

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Instructions for facilitator

Aim

Practice phrases and approaches in communicating with relatives over the telephone in time critical situations.

What you need

- 45 minutes to complete the simulation
- 2 Facilitators
- A group of up to 8 observers from the multidisciplinary team who have completed the eLearning.
- 2 rooms, with a telephone in each that can conference call (page 4)
- Actor on 3rd telephone (can be remote to training)
- Feedback forms for observers and facilitators (pages 9-12) printed out
- Clinician prompt card
- Attendance record, one for each session (page 8)

What the facilitator needs to know

SETUP

- Room 1: Call maker, with 1 facilitator
- Room 2: up to 8 observers and 1 facilitator
- Print feedback, reflection and evaluation forms

RUNNING THE SCENARIO

- Two separate telephone conversations with an actor.
- A different caller can do each conversation.
- Observers will note down reflections whilst listening to each call using the form on page 9.
- After each call, the actor will feedback to the call maker. The facilitator will note down the feedback given by actor, for the call maker to take away with them.
- There will be then a general discussion about what observers have learnt from the call they have just heard. Using the reflections they have noted down.

Tips and tricks for the facilitator

It's important to recognise that this scenario can be stressful and emotional. This is normal and should be recognised.

There are two facilitators to ensure that call makers and observers can be supported if needed.

1. Recognise emotion and acknowledge it
2. Provide support as needed
3. Offer a personal debrief session if needed

Support services

List your local support services

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.....

National support services

BMA Counselling and peer support for doctors and medical students. Confidential 24/7 counselling and peer support services open to all doctors and medical students (regardless of BMA membership), plus their partners and dependents, on 0330 123 1245.

Simulation overview

Total time =



Introduction & Pre-brief (see page 4)

Setup: Show Clinician Prompt Card to Call Maker (see page 5)

5 mins

Room 1

1x Call maker
1x Facilitator

Room 2

8x Observers
1x Facilitator

Phone Call 1

15 mins

Time critical telephone Conversation 1
Feedback from actor to call maker
Group discussion about was learnt from call



Phone Call 2

15 mins

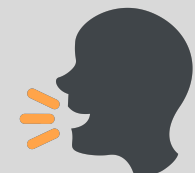
Time critical telephone Conversation 2
Feedback from actor to call maker
Group discussion about was learnt from call



Session Closure

10 mins

Closing remarks and summary by facilitators.
Ensure attendance record is completed.
Ensure actor feedback forms, reflection forms and completed evaluation forms are collected at the end of each session.
Learners can photograph or photocopy their forms.



Secondary evaluation form distributed via email in 4-6 weeks

Phone setup

These instructions are suitable for this type of telephone (*this specific model is an Avaya 1608i*)



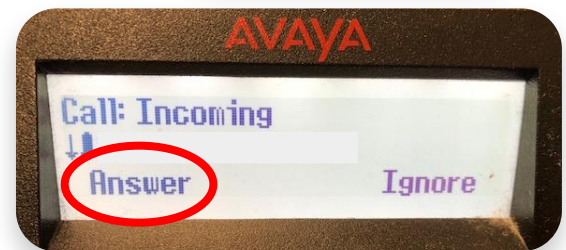
Phone 1

Press **SPEAKER MODE** and dial the other internal phone you are using.



Phone 2

Press **ANSWER** on the phone screen. This should then have the call on loudspeaker.

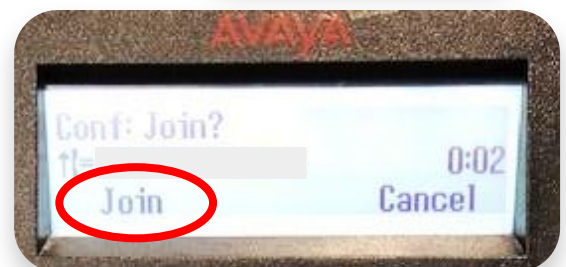


Phone 1

Press **CONFERENCE** mode on phone. There will be an engaged tone on Phone 2.

Dial the number you need to contact on Phone 1, press **JOIN** as soon as it starts ringing.

Both phones should now have the call relayed through the speaker.



Scenario: Briefing (facilitator to read out)

The aim of this session is to practice phrases and approaches in communicating with relatives over the telephone in time critical situations.

This is NOT a test!

Please act as you would do in your normal role.

These conversations can be emotional and stressful, if at any time you need some time out. Please let one of the facilitators know.



General scenario information

“A 42 year old patient, Jamie Smith, is critically unwell and has been “red called” into Emergency Room. Paramedics handover that he has Asthma. There are no relatives with the patient. There is no information on the hospital system as they don’t live locally and are visiting family. The man looks severely breathless. Pre-hospital oxygen saturations were 80% on air. It is suspected he has COVID-19. Non-Invasive Ventilation (CPAP) is commenced. There is no improvement. An hour after arrival, Jamie has a cardiac arrest and dies despite CPR.”

Phone call 1: The call maker is tasked with getting a history urgently from next of kin and explaining that he is critically ill.

Phone call 2: The call maker is tasked with telling the next of kin that the man has died.

Clinician prompt card (given to call maker)

Patient Name: Jamie Smith

Age: 42

Next of Kin (NOK) is a sibling.

NOK name: Michael/Michelle Smith

History: Jamie is 42 years old and arrived in the ER hypoxic (sats 80%) and critically unwell.

CPAP is set up. COVID-19 is suspected. 1 hour later he has a cardiac arrest and dies despite CPR.

List the number for the phone you are calling from:

.....

Phone call #1 (5 minutes after arrival)

You need to:

1. Establish Jamie's recent symptoms and medical baseline.
2. Convey how critical the situation is.

Phone call #2 (60 minutes later)

You need to:

1. Inform his brother/sister that he has died.
2. Communicate as if you are the same person as in **phone call #1**.

Relative prompt card (facilitator to read out)

Part one

You are the sister/brother of **JAMIE SMITH** a 42 year old man with respiratory symptoms for 1 week. He has been staying with you on holiday for a week. He has felt increasingly breathless for 3 days and suddenly deteriorated this afternoon. He had been trying inhalers multiple times with no effect so you called 999.

You receive a call from the doctor/nurse looking after him, a few minutes after he arrives in the Emergency Department (A&E) resuscitation room. They are expected to tell you that your brother is severely ill, and they need to find out more about him. Expect questions about his health and how he normally is.

Answers: He has had Asthma since childhood and was admitted to hospital for 3 days with a bad chest infection last year. He has no other illnesses, play sports and his only medications are inhalers (brown one and blue one, if asked).

You are scared and panicking. You are able to give the information if asked appropriately. You will ask “is he going to be alright?”. You will be very upset if you are asked questions asking you what level of treatment you would like him to have, because these are not appropriate questions for a fit 42 year old man.

Part two: communication of dying/death

You will be phoned minutes after he has been pronounced dead.

Date:

Session Time:

Name	Email	Signature	Call Maker <i>(please tick)</i>

Date:

Session Time:

Call 1 / 2 *(please circle)*

Using the feedback from the actor. Facilitator to fill this in.

Examples of good practice:

Ideas for improvement:

Any other comments:



**Use your phone take a photo
for use in your appraisal!**

Date:

Session Time:

Call 1 / 2 (please circle)

Here are some helpful areas to consider reflecting on...

Introduction and setting the scene	Tone
Empathy	Fact finding - Questions asked?
Effective communication of information	Pace

Phrases I might use in my clinical practice:

Other ideas for my clinical area:

Other reflections:



**Use your phone take a photo
for use in your appraisal!**

Date:

Session Time:

Call 1 / 2 (please circle)

Please circle your answers

FY1	FY2	C1-CT3	ST4/ST4+	What Speciality?
Trust Grade SHO	Trust Grade Registrar	Consultant	Nurse (Band 5)	
Nurse (Band 6)	Nurse (Band 7)	Nurse (Band 8/+)	Advanced Nurse Practitioner	Other:
Advanced Clinical Practitioner	Physician Associate	Nursing Student	Medical Student	

Where did you undertake your primary health care degree?

UK	European Union	Non European Union
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Were you the observer or the telephone call maker?

Call maker	Observer
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With regards to today's topic on **Time Critical Telephone Conversations**:

Prior to this course, have you had any <i>FORMAL training (e.g. organised teaching, simulation training, or courses)</i> in this?	Yes	No
Have you had previous clinical experience of this?	Yes	No
If you've had previous experience what was it?		

Before completing today's topic on **Time Critical Telephone Conversations** how **confident** did you feel about this?

Not at all confident 1	Lacking Confidence 2	Neutral 3	Fairly Confident 4	Confident 5
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After completing today's topic on **Time Critical Telephone Conversations** how **confident** did you feel about this?

Not at all confident 1	Lacking Confidence 2	Neutral 3	Fairly Confident 4	Confident 5
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To what extent do you agree or disagree that your **knowledge has increased**?

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
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How useful have you found this teaching to meet your training needs?

Not at all useful 1	Not useful 2	Neutral 3	Useful 4	Very Useful 5
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Before you came today what were you expecting to learn?

What were your main learning points?

What did you find the most useful?

Any areas for improvement?

Any other comments?

What is your overall rating of the session?

Very Poor 1	Poor 2	Neutral 3	Good 4	Excellent 5
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