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Transfusion Practitioners

University Buckingham Medical School



**Study Medicine at
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in the United Kingdom**

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- ✓ Worldwide recognized qualification

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- First private medical school in the UK
- 4 and a half year course
- Not for profit educational charity (no government funding)
- Fees 2019 - £36,500/year
- Require A,A,B at A level
- Junior and senior rotation
- First graduates will be in June 2019



The Task

- 3rd medical students
- Groups between 8-10
- UBMS Guide to the CAPS (Clinical and Procedural Skills)
- 3 Hours
- Every 7 weeks



And we hope you don't mind but the only teaching slot left is a Friday afternoon !!!!

Transfusion CAPS

Clinical and Procedural Skills (CAPS)

- Understanding when and why blood transfusion necessary
- Demonstrate an understanding of procedures when giving a transfusion
- Know how to observe for reactions to blood transfusion and actions if they occur
- Understanding potential sources of error when giving a blood transfusion
- Know how to follow a checklist to limit human error when performing the transfusion process





SIMPLES

Our Starting Point

- No background of what students had been taught on the subject of transfusion
- No teaching plan
- Nowhere to deliver the session



Not So Simple!



What Next ?

- Requested help from clinical skills (provided a room, a clinical skills nurse and equipment)
- Teaching plan
 - Short presentation
 - 3 scenarios (including practical blood administration)
 - Quiz



The First Session



- Students worked in groups of 4 (too large)
- Enjoyed the practical bit too much -spiking bags was fun BUT patient ID and checking tags was not !
- Lack of background knowledge to follow scenarios or make appropriate decisions
- No time in presentation to go into the details (assumption made they were better prepared for the session)
- Not enough emphasis on triggers, alternatives and appropriateness of transfusion





Think Again

- Emailed out pre-session tasks for students to complete
 - Complete Learn Blood Transfusion (for FY1 Doctors)and produce a certificate on the day
 - Read BSH Guidelines Administration of Blood Components
 - Read BSH Guidelines Management of Major Haemorrhage



Next Session

- Students now better prepared
- All turned up with certificates of E-Learning
- Copies of guidance on electronic devices
- Presentation had more information regarding decision making and appropriateness
- Only one revised scenario
- Provided a prize for the quiz winners

Practical Without the Mess

- Students work in pairs
- No pretend blood bags to spike
- Laminated photos of blood units
- Tag and prescription for patient Minnie Mouse
- Minnie Mouse kindly provides her arm complete with wristband



Scenario Background



- You are working on a busy orthopaedic ward where a patient is recovering from a revision hip replacement
- Millie has dropped her Hb significantly post operatively (now 78g/l) and she is symptomatic
- The Registrar treating the patient has prescribed 2 units of blood

Tasks Delegated to Students



1. Explain the risks, benefits and alternatives of the transfusion to Miss Mouse , offer her patient information and the opportunity to ask questions
2. The senior sister on the ward has just had a call from the blood bank to say that the blood is now ready for collection. The Reg has asked you to assist in the checking, administration and monitoring of the patient during the transfusion

Debrief

Demonstrate the correct procedure of administration

What did you learn?



Explore any difficulties e.g. explain risks /benefits

Talk about the possibility of Millie Mouse having a reaction and what actions they might take

Any other transfusion related question

Feedback

| Content | Strongly Disagree | Disagree | Neither | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| I found the session relevant to my practice | 1 | 2 | 3 | 4 | 5 |
| The session was at an appropriate level | 1 | 2 | 3 | 4 | 5 |
| Structure | | | | | |
| Aims and objectives were clearly stated | 1 | 2 | 3 | 4 | 5 |
| The material was well organised | 1 | 2 | 3 | 4 | 5 |
| There was a clear summary and conclusion | 1 | 2 | 3 | 4 | 5 |
| Presentation | | | | | |
| The presenter appeared well informed about the subject | 1 | 2 | 3 | 4 | 5 |
| The presenter was enthusiastic | 1 | 2 | 3 | 4 | 5 |
| Participation and interaction was encouraged | 1 | 2 | 3 | 4 | 5 |
| There was effective use of visual aids/handouts | 1 | 2 | 3 | 4 | 5 |
| Environment | | | | | |
| It was a good learning environment | 1 | 2 | 3 | 4 | 5 |
| The equipment was suitable for the session | 1 | 2 | 3 | 4 | 5 |
| The facilities allowed realistic skills/ simulation | 1 | 2 | 3 | 4 | 5 |

The best thing about the session was:

quiz at end to test knowledge

Feedback


But could it be better ?

What We Cover Now

- Triggers
- Anaemia
- Alternatives
- Consent
- Refusal
- Checklist
- Observations
- Reactions
- Importance of patient identification



Lesson Plan

- **Part 1** Anaemia ,triggers, consent, alternatives
- **Part 2** Checklists , observations, practicalities
- **Part 3** Scenario - transfuse Minnie Mouse
- **Part 4** Debrief - questions and answers
- **Part 5** Quiz and prize giving



The Future

Another transfusion session during their senior rotation (last 18 months)

To include the following :

- Anti D /HDN
- PCC
- Antibodies
- Laboratory visit



Focus on what the FY1 doctors need to know about transfusion when they are out on the wards making their decisions to transfuse



“Muse before you transfuse”