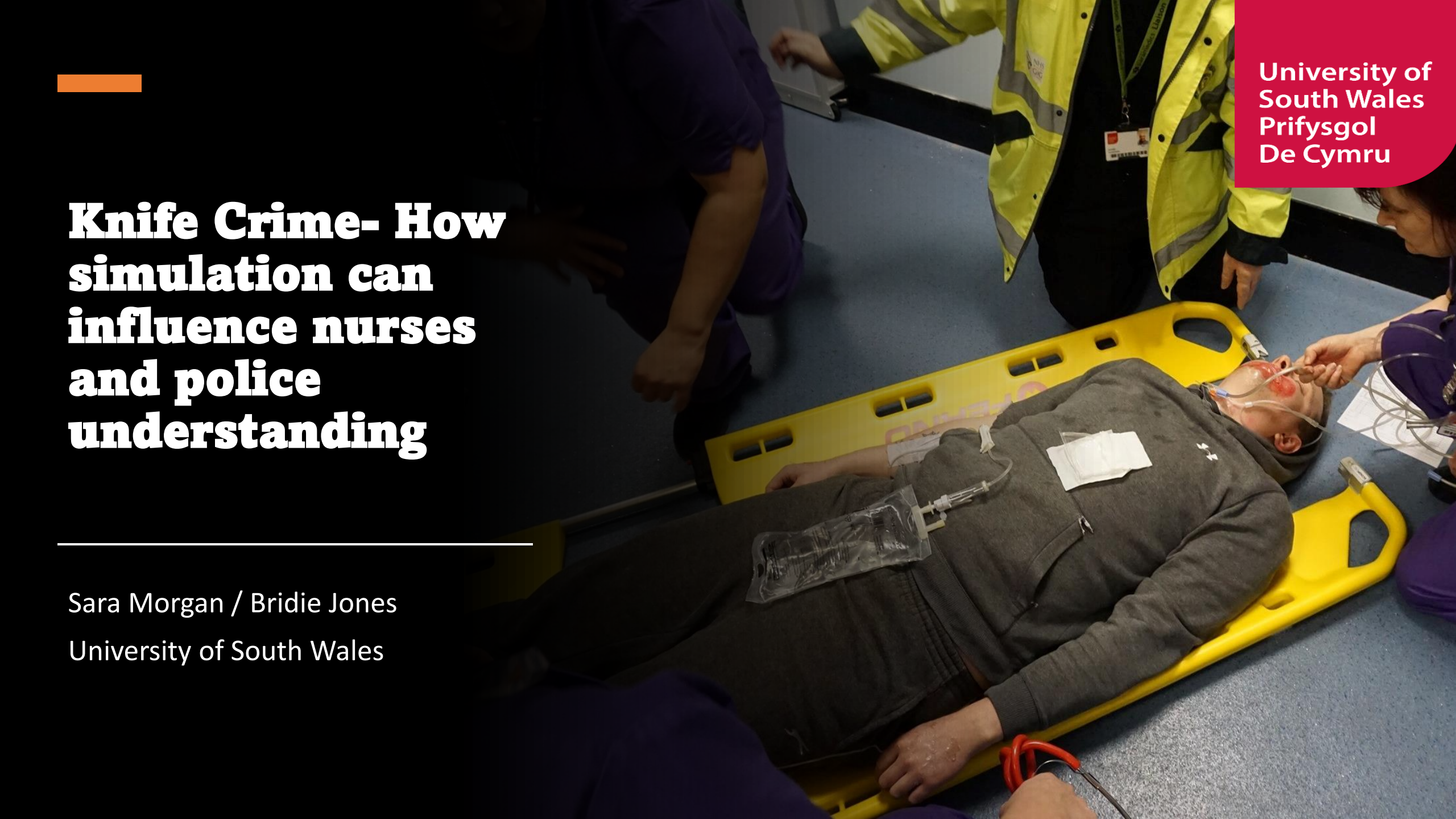
# Knife Crime- How simulation can influence nurses and police understanding

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# Replicating real life through simulation





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# Why Knife Crime?

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There were 39, 818 offences involving a knife or sharp instrument recorded in England and Wales in year ending September 2018

(ONS 2018)

# The Project

A project group was set up to explore a simulated event where significant learning for a number of professional groups could be achieved.

Core competencies required for mass casualty incidents identified by WHO, 2007 and NMC 2018.

- Critical thinking
- Rapid assessment
- Communication technical skills
- Risk reduction
- Disease prevention
- Knowledge of health care and policing systems and policy.
- Investigative processes




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# The Scenario

A simulation exercise was developed in conjunction with colleagues from British Transport Police (BTP).

The scenario centred around an international rugby day and a mass stabbing incident at a local train station.

All pre registration adult students (80) and 12 BTP officers were exposed to various aspects of the scenario and a range of different knife injuries.

Behaviour, attitude, interpersonal skills and effective interventions were monitored and evaluated throughout.



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# Implementation

- Learning outcomes were devised between nursing staff and trainers from BTP
- Unfolding scenario
- Moulage and props used to replicate injuries

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Student nurses were split into either clinician or patient

BTP officers were either active participants or observers

Facilitation by Faculty of nursing staff and police trainers




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- Time outs
- Hot debrief in clinical silos
- Multi disciplinary debrief

# Skills developed

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- Mass casualty triage
- Patient flow in ED and the wider hospital
- Managing safe discharges
- Preserving forensic information
- Coordinating with the police and family liaison
- Dealing with the wider MDT
- An understanding of how human factors can influence care delivery
- Investigative procedures




Improved communication between police and nursing staff
Although I was stressed the lecturers supported us through the simulation
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Greater understanding of investigative processes and evidence preservation
We learnt lots of valuable skills to take forward into our careers
It really felt like I was part of a major incident

# Next Steps

Integrating IPE simulation into undergraduate health care programs (levels 4, 5 and 6)

Continue to build links with Allied Health and Emergency Services

Utilize service users into simulation (standardized patients)

Further development of psychological safety



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