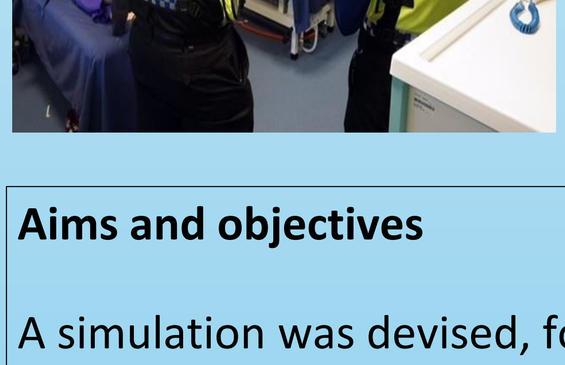
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Knife Crime
How can simulation influence nurses and police understanding

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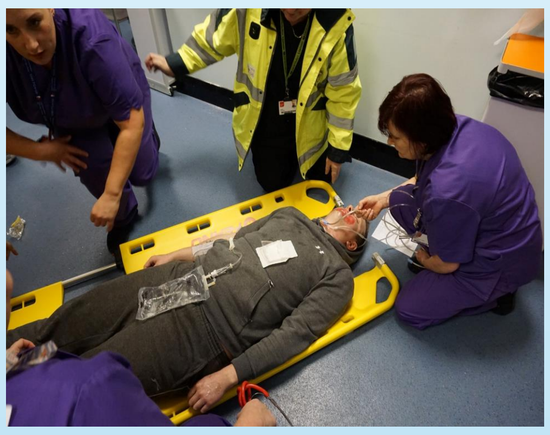
Background

The UK currently has a 'knife crime epidemic' which is a significant public health concern (McGraw 2019). There were 39, 818 offences involving a knife or sharp instrument recorded in England and Wales in year ending September 2018, increasing by 7% on the previous 12 months (Office for National Statistics 2018).

A multi-disciplinary evidence-based approach to knife crime is vital to ensure the biological, social, cultural and economic factors of knife crime are understood and acted upon (Williams and Squires 2021). Many victims of knife violence will encounter the police service and require treatment within emergency departments. These victims will require prompt assessment and intervention, and the role of police and health care professionals is to provide immediate first aid, preservation of forensic evidence and victim support.

Methods

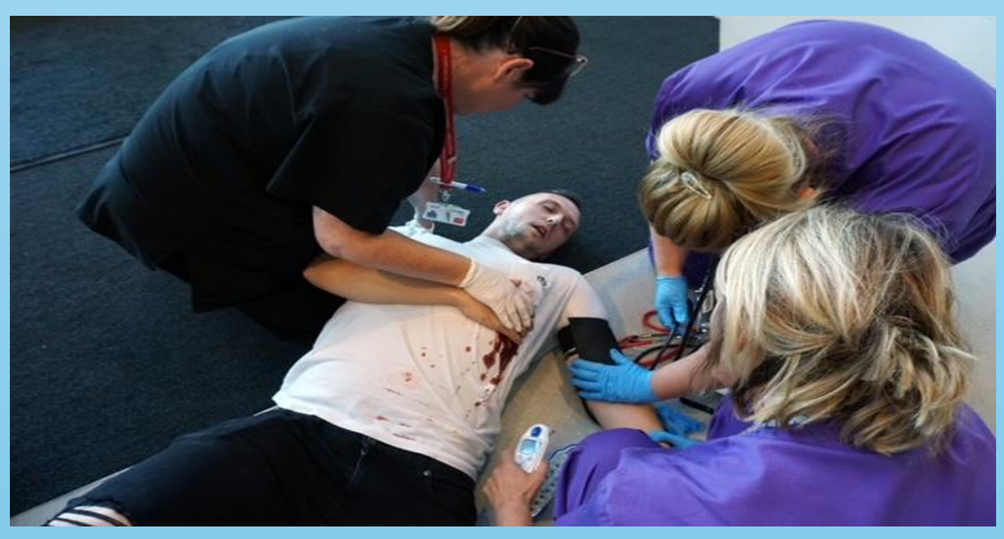
A simulation exercise was developed in conjunction with colleagues from British Transport Police, where the state-of-the-art simulation facilities within the Faculty of Life Science and Education were used. A range of different knife injuries were simulated and learner behaviour, attitude, interpersonal skills and effective interventions were monitored and evaluated throughout.



Aims and objectives

A simulation was devised, focussing on the core competencies for mass casualty incidents identified by the World Health Organisation (WHO) (2017) and the Nursing and Midwifery Council (2018). This particularly focussed on :

Critical thinking,
Patient Assessment,
Risk reduction,
Knowledge of Health care and Policing Policy, and investigative processes.



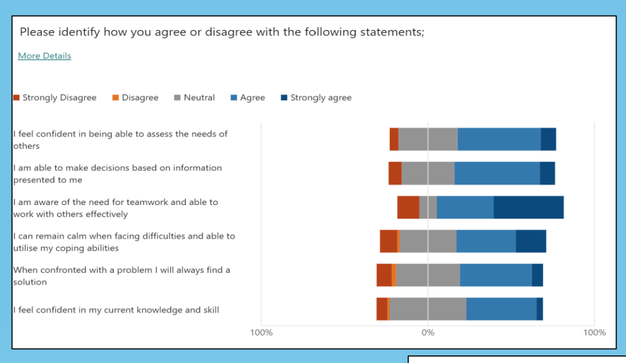
Debriefing facilitates discussion of individual and team performance, identifying areas of excellence as well as errors made (Gilmartin et al 2009). As part of the simulation Debrief took the form of:

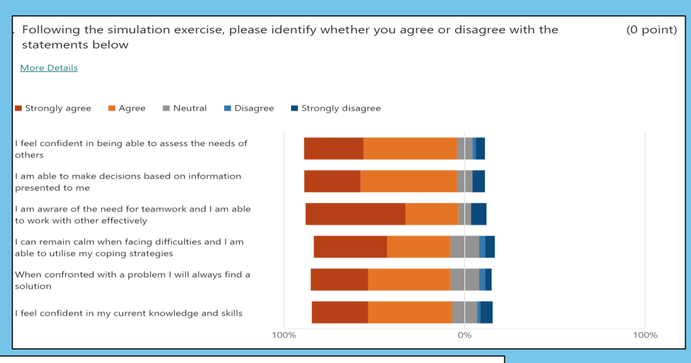
- Hot debrief in clinical area
- Full multidisciplinary team debrief post event



Results

- Students felt they had learnt valuable skills to take into future practice.
- Greater understanding of investigative processes.
- Improved communication multi professionally.







References

Gilmartin S, Martin L, Kenny S, Callanan I, Salter N (2020) Promoting hot debriefing in an emergency department. Promoting hot debriefing in an emergency department (bmj.com) (accessed 12/06/24)

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