

Emergency Nursing Didactics – Opinions, Resource, and Skill Exchange (E.N.D.O.R.S.E) – A collaborative academic initiative in the Emergency Department



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Introduction:

Emergency Physicians and Nurses frequently work together but not afforded many opportunities to debrief and share educational knowledge and resources surrounding decisions, implementation, and protocols. A collaboration between Emergency Physicians and nurses was established under an academic initiative entitled 'Emergency Nursing Didactics – Opinions, Resource, and Skill Exchange (E.N.D.O.R.S.E.)' at Mediclinic City Hospital, Dubai.

Aims/Objectives:

We aimed to provide a platform within the Emergency Department (ED) to promote interpersonal communication and feedback between healthcare providers. The initiative sought to improve skills, confidence, and standardize workflows around essential procedures/protocols.

Materials/Methods:

A structured 30-minute session break-down was created and customized information handouts were prepared, with evidence-based references. Sessions were conducted once a month, with in-person teaching within the ED alongside a video conference set up. Post-session questionnaires were utilized to determine knowledge reception, ideas on improvement, and future direction of E.N.D.O.R.S.E. sessions.

Results:

Topics included waveform capnography, Inotropes and infusion settings, SVT management, Right/posterior ECG placement, high-risk pattern recognition, and Intubation workflow. Sessions lasted 30 minutes, did not interfere with actual patient care, and were attended in-person, online, with recordings viewed later by all department members. Post-session questionnaires revealed that 92.3% of participants found the sessions provided them with new information, with approximately 88% of them 'Very confident' (5/5) in using the skills taught thereafter. 77% of participants rated the quality of the sessions as 'Excellent' (5/5), and 88% indicated they would like for the topics to be repeated in future sessions. Participants also reported that sessions offered them a safe, structured environment within which to ask questions and improve knowledge.

Discussion:

Creation of a safe, structured learning environment allows ED healthcare providers to identify knowledge and skill gaps that may otherwise not be unmasked. While Nursing education is ubiquitous, this is often delivered amongst nurses and by nurses. E.N.D.O.R.S.E. is a first-of-its-kind platform where physicians and nurses work together to develop soft skills. What seemed to be trivial tasks became optimized through collaborative learning and idea exchange.

Conclusion:

Collaborative learning allows for 'practiced proficiency' of skills and offers an opportunity to enhance ED workflow and patient care.