ENDOSCOPY NURSES AS EDUCATORS: ADVANCING RESIDENTS' ENDOSCOPIC NON-TECHNICAL SKILLS THROUGH INTERPROFESSIONAL LEARNING

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Stomach & H. Pylori | Nurses | Immunology | Endoscopy | Digestive Oncology

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A mixed-methods study from three Dutch teaching hospitals demonstrates that introducing a formal role for endoscopy nurses to provide feedback on residents' non-technical skills is feasible, well-received, and significantly increases both the frequency and quality of such feedback.

KEY POINTS

- Twelve endoscopy nurses completed two-hour feedback training and provided formative endoscopic non-technical skills feedback to residents using the Direct Observation of Procedural Skills tool over five months.
- The median number of DOPS assessments per resident including non-technical skills evaluations increased significantly from 1 (range 0–15) to 4.5 (range 0–10) post-intervention ($p=0.026$), with significant increases in communication and teamwork ($p=0.029$) and leadership ($p=0.013$) domains.
- Feedback provided by endoscopy nurses demonstrated significantly higher educational quality than that provided by gastroenterologists (mean QuAL score 3.37 vs. 1.06, $p<0.001$).
- Both residents and nurses highly valued the formalized nursing role, reporting that nurse-provided feedback contributed meaningfully to non-technical skills development and enhanced team engagement.
- Key facilitators included formal integration into residency training and structured pre- and post-procedural discussions; barriers included high workload, limited initiative, and insufficient follow-up opportunities.
- This interprofessional approach represents a promising strategy to strengthen residents' non-technical skills development in gastrointestinal endoscopy.

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