

Course evaluation of *Transfusion Camp* in Rwanda: a multidisciplinary initiative teaching transfusion medicine to Rwandan physicians, nurses, and lab scientists

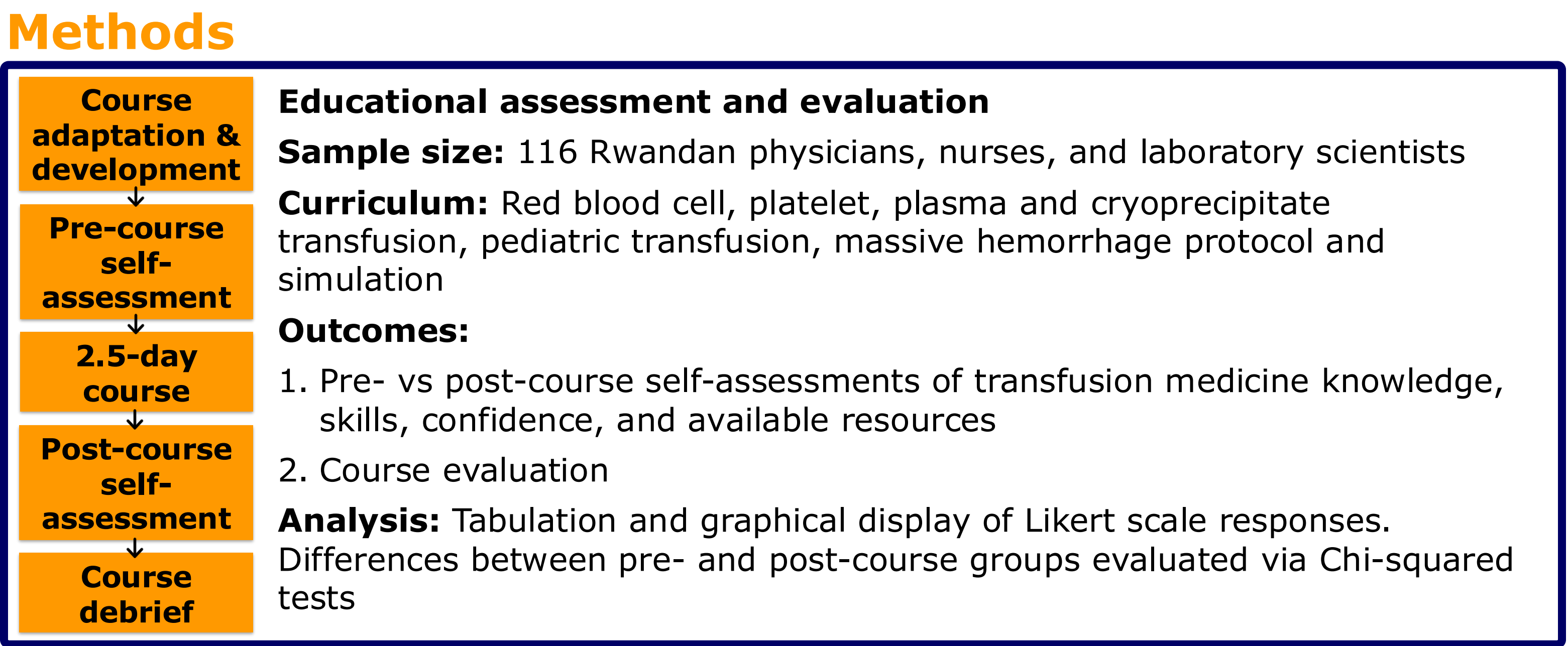
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Background

- Transfusion medicine:** multidisciplinary field closely linked to safe anesthesia and surgery¹
 - In almost every specialty, physicians and nurses prescribe, manage, or monitor transfusions and their reactions²
 - Partnerships between anesthesia, surgery, and transfusion medicine are essential to conserve and properly administer limited blood products³
- Transfusion Camp in Rwanda:** multidisciplinary, collaborative education model designed and delivered in Canada and now taught in Rwanda
 - Aims to provide a strong baseline knowledge of transfusion medicine for non-transfusion specialty trainees
 - Previous course feedback recommended the implementation of an annual multi-day *Transfusion Camp* in Rwanda and encouraged the expansion of the course to neighboring countries, including Uganda and Kenya, led by Rwandan faculty²

Objective: To evaluate the implementation of a modified version of the *Transfusion Camp* curriculum through course evaluations and a course debrief



Results

Demographics:

- Pre-course (58 respondents): 24 physicians, 17 laboratory scientists, and 17 nurses
- Post-course (62 respondents): 16 physicians, 30 laboratory scientists, and 16 nurses

Outcomes:

- Knowledge of transfusion medicine: rated advanced or expert 17/58 (29%) pre- and 60/62 (97%) post-course (p<0.0001)
- Confidence in caring for patients following Rwanda transfusion medicine guidelines: rated good or excellent 44/58 (76%) pre- and 60/61 (98%) post-course (p=0.0002)
- Positive feedback was obtained from a variety of medical disciplines

References

[1] Int J Obstet Anesth. 2016; 25:75-8 [2] Vox Sang. 2024;119(6):563-571 [3] Transfusion. 2018;58(5):1307-1317

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Conclusion

Course implementation of the modified *Transfusion Camp* in Rwanda **improved self-rated knowledge and confidence in the use of clinical blood products and obtained positive course feedback to inform future courses**

Future studies will **evaluate knowledge acquisition** via standardized knowledge-assessment tools

Future curriculum enhancement will focus on the use of **whole blood** and the **management of transfusion in sickle cell disease** for course adaptation in Kenya and Uganda

