USING SIMULATION TO BEST EFFECT

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Introduction

In the past decade there has been an explosion in interest in the use of simulation in healthcare. The reasons for this are many and varied including changes in the delivery of healthcare itself, the community's increasing awareness of the risks associated with the delivery of healthcare and improvements in computing technology enabling the development of an increasing array of training devices. Simulation in its various forms has the potential to improve the efficiency, quality and safety of patient care while at the same time improving the education, training and assessment of the caregivers.

Despite the potential advantages, educators face a continual challenge in terms of establishing and integrating simulation-based techniques into existing curricula and how to get the best value out of an inherently expensive undertaking.

Aims of this workshop

- to share ideas with each other about successes and challenges in terms of developing simulation-based teaching programs in one's own environment
- to provide guidelines for the development of effective simulation-based programs
- to meet and network with other educators interested in the use of simulation in healthcare

Format & content

The workshop will consist of series of brief presentations interspersed with small group discussions in relation to:

- the different modalities of simulation as applicable to healthcare
- a matrix to assist with matching resources to educational objectives
- guidelines for the development of educational programs
- educational tips for teaching using simulation

References

Gaba DM. The future vision of simulation in health care *Qual Saf Health Care.*2004; 13: i2-i10

Issenberg SB, McGaghie WC, Petrusa ER, Gordon DL, Scalese RJ. Features and uses of high-fidelity medical simulations that lead to effective learning: a BEME systematic review. *Medical Teacher*, 2005; 27 (1): 10–28

Salas E, Wilson KA, Shawn Burke C, Priest HA. Using Simulation-Based Training to Improve Patient Safety: What Does It Take? *J Qual Pat Safety* 2005; 31 (7): 363-371

Introduction – why are you here – what is your involvement?
Write down one question you want answered?
- Hand them up – and read during break

Table introductions – with one of us at each
- How many clinicians
- How many educators
  - How many some sim
    - What do you do?
  - How many none

'Simulation' – what does it mean?

Helium stick
- Like simulation once you have to actually do it, it can turn out to be harder than you think

Resource intensive
When using sim want to MAXIMISE hands on –
- Don't waste the time
- i.e. Do the 'lecture' elsewhere!

Blended learning

Jen's P & D
- An example for a general educational conference

Jean Ker
Could I speak re IPPI stuff?
Weller/ Glavin – at least as a panel

Jenny Weller

Best effect
- What does that mean?
- Cost effective
- Educational effectiveness – how to 'measure'?

Overview
Learning matrix
Different types of simulation
- History – CRM in healthcare
- Not all the same
- Educational benefits & costs vary with type
- So establish educational objectives FIRST

Issenberg's systematic review
Our lit review

Developing a training program - Salas

Educational tips
Marcus Rall's tips?
- Orientation to sim environment
  - Fidelity
  - Negative transfer
- Links to work environment – transfer

SSLE
Must be integrated/blended
- e.g. MED 5102

Objectives of workshop

Scope of simulation in healthcare
Matching tools to educational objectives
    Cost effectiveness

Tips for development of training programs
Educational tips for teaching using simulation
Demo of different applications of simulation
Opp to ask questions of experts
Opp to meet others interested in simulation

Handouts