



**London
School of
Paediatrics
SIMULATION**

Introduction to Simulation Training

2018-2019 Programme

CONTENTS

• An introduction to simulation training by Dr Mehrengise Cooper	3 – 4
• Confidentiality & Consent Form	5 – 6
• Remember to incorporate your learning & reflection into your e-portfolio!	7
• Course Evaluation	8

Simulation is a technique for presenting problems as realistically possible; the trainee can practice responding to these problems as they would do in 'real life'.

History The current concept of simulation training for acute situations was first developed by the airline industry to improve safety and promote better communication in mid flight emergencies. Simulation is now integral to the training team of the 'flight deck'.

Simulation in healthcare was first used in 18th century France, when midwives were trained with a model of the foetus and pelvis. Mannequins were then developed to standardize resuscitation, and this enabled resuscitation training to be more widely practiced.

More recently, high-fidelity electronic simulators have been developed furthering the ability to 'suspend disbelief', giving a different sense of psychological realism.

The need for simulation training Serious events that may lead to significant morbidity or the death of a patient may be preventable. Simulation training has been introduced internationally, in many centres, in order to understand these events and prevent them.

Simulation training has been shown to be not only very effective to trainee doctors in a range of specialties but a popular activity; the London Deanery through STeLI (Simulation & Technology enhanced Learning Initiative) supported our programme and we are currently supported by Health Education England.

With the advent of the European Working Time Directive, modernizing medical careers, and competency based training, the training of junior doctors has changed dramatically. The reduction in junior doctors' hours has led to a reduction in overall training time. Shift working also weakens the bonds within a team, with a potentially negative effect on patient care. Simulation training complements training programmes, to boost trainees' learning and team-working skills.

Learning a practical skill in a controlled and supervised environment and then undertaking that procedure in an acute situation, for example neonatal intubation or thoracocentesis, has several advantages. After a practical skill has been learned, it can then be practised in a clinical scenario using a high-fidelity simulator. Instead of a procedure being undertaken for the first time in a real-life situation, which is usually the case for the large majority of paediatric trainees, simulation training provides an invaluable step in the learning experience before encountering a real case. In the management of acute, but less common, paediatric emergencies, the use of high-fidelity simulators has similar huge advantages.

Excellent communication and team-work are integral to good patient management and safety. High fidelity simulated scenarios, where suspension of disbelief is maximized allow objective learning of both communication and team-working, together with acute clinical management. When one or more of these areas go wrong the final outcome may harm the patient.

Other advantages of simulation training include: decreased risk to patients, the ability to safely learn from errors, addressing learning outcomes, setting standards and enabling deliberate practice in a controlled environment.

This programme

The London School of Paediatrics simulation group has developed a training programme for all paediatric trainees. Trainees at ST3 level have been taking part in this programme for several years and this programme now includes ST1 trainees and Paediatric nurses.

The programme has been divided into two training days. One will be spent using high-fidelity simulated scenarios which will focus on crisis resource management. This will enable trainees to become more comfortable managing specific scenarios, together with developing their team-working and communication skills (non-technical skills). The other day will be divided into two i) technical skills training (for example basic and advance airway management) using part-task trainers, and ii) communication training scenarios using actors in simulated roles.

This programme will be continually evaluated, and all comments will be useful to us as the course develops. We hope that you enjoy and benefit from your simulation training.

Dr Mehrengise Cooper

Lead for London School of Paediatrics Simulation Network

Confidentiality & Consent Form

Simulation has been defined as the technique of imitating the behaviour of some situation or process by the use of a suitably analogous situation or apparatus, especially for the purpose of study or personnel training. It is a technique that enables a person, device or set of conditions to present problems as life-like as possible; the trainee must then respond to these problems as they would do in “real-life”.

Serious events that may lead to significant morbidity or the death of a patient may be preventable. To this end, simulation training has been introduced in many international centres in order to understand why these occur and, prevent these events from occurring.

Simulation training has been shown to be of benefit to trainee doctors in a range of different specialties, and interest in simulation training has grown recently with the development of dedicated funding.

The School of Paediatrics Simulation Training Programme aims to improve the clinical performance of individuals, using realistic simulated scenarios, video playback and facilitated debriefs and discussion. These scenarios are likely to be challenging and the debrief process is integral to the training experience.

Recorded material from this course may be used for written publication and for oral presentation at an international medical education conference, either in the form of still photographs or DVD. This material will be used for educational purposes only.

Recordings **will not** be viewed by any other individual, used for research or removed without the specific written consent of the candidates involved.

I agree to hold confidential all information relating to the candidates taking part on this course; their identity, performance and any personal disclosures they may have given during debrief and discussion.

I will also hold confidential the details of each specific scenario.

Yes/No

I understand that I will be requested to complete a pre and post-course questionnaire; the information given by myself may be used for audit, presentation or publication purposes. I consent to the information I have been given to be used for this purpose.

Yes/No

I understand that recorded material from this course may be used for written publication and for oral presentation at an international medical education conference, either in the form of still photographs or DVD. I understand that if I do not wish the material to be used in this way; I have the right to withdraw my consent. **Yes/No**

Signed: _____

Print Name: _____

Date: _____

Name of course attended: _____

Remember to incorporate your learning & reflection into your e-portfolio!

While it is vital for you to reflect on your experiences during the course of the day, it is equally important that you allow yourself the opportunity to review your learning points at a later date. This distance gives you the clarity to fully appreciate which of the many insights you gained on the day will be most useful to you in the long term, and gives you an opportunity to fully assimilate that knowledge.

The e-portfolio gives you an ideal chance to do this, by allowing you to enter your key learning points within the “Reflective Notes” section of the “Certified Courses” of your Development Log. In addition, there is ample opportunity to enter your thoughts and learning within specific areas of the curriculum that have been covered throughout the day. Remember that this course encompasses many of your learning objectives as stated in the curriculum, not just the most obvious ones – for instance, there should be ample opportunity for you not only to gain skills in paediatric emergencies and practical skills, but also leadership, communication, teamwork, prioritization and resource management. Don’t forget also to document how any core skills you may have gained will impact upon your clinical work.

E-portfolio is an excellent tool both for your own benefit, as a record of your learning, as well as for your educational supervisors, as a guide to where to direct your training needs – but only if you take the time to accurately record your reflections and use it to guide your development .

Course Evaluation

Thank you in advance for your cooperation and help with the course evaluation. It is extremely important that you understand why we are asking you to complete questionnaires on survey monkey. This is a course designed FOR YOU with the aim of introducing you to high fidelity, part task and communication simulation to enhance your learning.

It has been designed to increase your confidence in resuscitation scenarios, practical procedures and difficult communication situations; all of which you may encounter in your work place. In addition, we hope it will raise your awareness of teamwork and leadership skills, and help develop the skills of everyone taking part working in the paediatric multi-professional team. These are all aspects of the course which we are particularly interested in and the focus of our questions is therefore on measuring your improvements in these areas.

We appreciate that there are several questionnaires to complete, before and after each day of this simulation course, and this may seem time consuming, but they all serve a vital role: to improve the course for yourselves and future trainees. We value your feedback and suggestions for future courses and intend to make changes based on your responses, so help us to help you. We are hoping that the course will be rolled out for all ST levels on an annual basis; this is an exciting opportunity for you to have a say on the content and structure of courses that you will be attending in the future. Please take the time to tell us your thoughts and be assured that the responses will be treated anonymously. We shall link the responses to help us understand if the course has changed your confidence or prompted reflection, and the data may be used for research purposes, for which you may be asked to sign a consent form, but it will remain confidential.

Thank you again for your contributions to the course evaluation.