

Clinical Educator Programme

Introduction to Simulation

Learning Objectives, Structure, Methodology and Content

Aims

To equip participants with an understanding of the diversity of simulation based learning activities and the educational theories which underpin this form of teaching. To help participants to consider how they might use simulation to create effective learning environments within their own clinic area. To help participants to understand how simulation can deliver education aligned with specialty specific curricula and contribute to safe and effective patient care. To provide the participants with information on further resources and contacts to enable them to start developing skills in simulation based education.

Learning Objectives

By the end of the session, you should be able to:

- Describe the principles of simulation based education and the diversity of its application
- Describe the educational theory underpinning simulation
- Identify how simulation may benefit your learners and patients
- Discuss the challenges facing the development of simulation activity and consider how these might be overcome
- Locate the local resources available to you

Structure, methodology and content

This two hour workshop begins with a short introduction to simulation based teaching in clinical education. Participants are asked to discuss their personal experiences of simulation in teaching. During feedback to the whole group, their perceptions of the pros and cons of their learning experiences will be discussed. A short didactic section will then outline the evidence linking simulation to patient safety, and the application of techniques and educational theory underpinning simulation practice.

For the following half hour, worked examples of both low and high fidelity simulation will be used to facilitate a discussion regarding the faculty and resource requirements for successful simulation programmes. Participants will then be invited to engage in an interactive activity (in small groups of 4-5, facilitated by a simulation faculty member) exploring how simulation might be utilised to address their own local learning needs or safety concerns. In the final half hour, participants will be invited to consider some of the challenges of implementing simulation programmes. Final discussion of their feedback will be guided by expert simulation faculty. Participants will be provided with information on a variety of resources that those interested in pursuing simulation and development might wish to access.