

Designing Simulation for a Programme of Multi-Professional Critical Care Upskilling.

Seeking the joy!

Carol Resteghini PhD. MCSP FHEA

LSN Multi-Professional Showcase Presentation

10th April 2024

**This is a story of securing a bid to
design and deliver 5 sessions of
face-to-face multi-professional
critical care upskilling to 80
clinicians in 6 months and then
thinking ‘oh sh***’**

The Brief

- **Empower for Critical Crisis Ready Multi-professionals (MPs).**
- **Four disciplines (80+) ,**
- **Four NE London Trusts,**
- **All bandings from 5+**
- **Variable experience.**

AIMS OF THE PRESENTATION

- Considerations involved in designing a programme of MP Workshops.

CHALLENGES

Cover all bases



Relevance across ALL Levels of experience



Unbiased to specific disciplines



Engage participants; post covid burnout, anxiety, stress, low morale



Avoid cliques of Trust-specific participants



Impact & Relevance

STRATEGY

1. Consider & advertise level specific learning outcomes for each workshop.
2. Bring together a core MP Teaching Team to contribute and commit to delivery.
3. Consider delivery strategy & pedagogical approach. F:F, Teams?
4. Make it fun, relevant and the participants valued.
5. Establish a repeatable model and framework requiring population of material only for each workshop.
6. Establish critical friends.

Situate the Learning
in 'real life' scenarios..
Shared experiences

DELIVERY & PEDAGOGY

Authentic Learning is a pedagogical approach that situates learning tasks in the context of future use. (Herrington et al 2013).

Simulation: “an educational technique that allows interactive, and at times immersive, activity by recreating all or part of clinical experience without exposing patients to the associated risks.” (Maran and Glavin, 2003).

Taxonomy: : Choice of language. Principled based and Applied. e.g. not how to be a Physio.



Repeatable Model

Simulation Design & Filming

CHOICE OF DESIGN

- Resources
- Repeatability, participant numbers,
- Learning objectives/taxonomy

Examples

- Sequential Simulation SqS (Tang et al 2013).
- Pre filmed scenarios
- Immersive: live actors/models
- Mix & match.

Multi- Professional Framework & Sim Strategy

TIPS

1. Consider learning aim of Task
2. Write a storyboard with script.
3. Don't try to make a perfect scenario- no one is ever perfect.
4. Don't put too obvious mistakes into a film- comes across as false.
5. Don't try and make it too complicated or have too many learning points- your audience is likely to be distracted and go off on a tangent away from the point you were trying to make.

Two Main approaches:

Sim Task 1: Pre-filmed scenario.

Sim Task 2: Mix of pre film, immersion & generated live within the Workshop.

Sim Filming:

Generate STORY BOARD

Themed to the Workshop objectives.

Situational scenario.

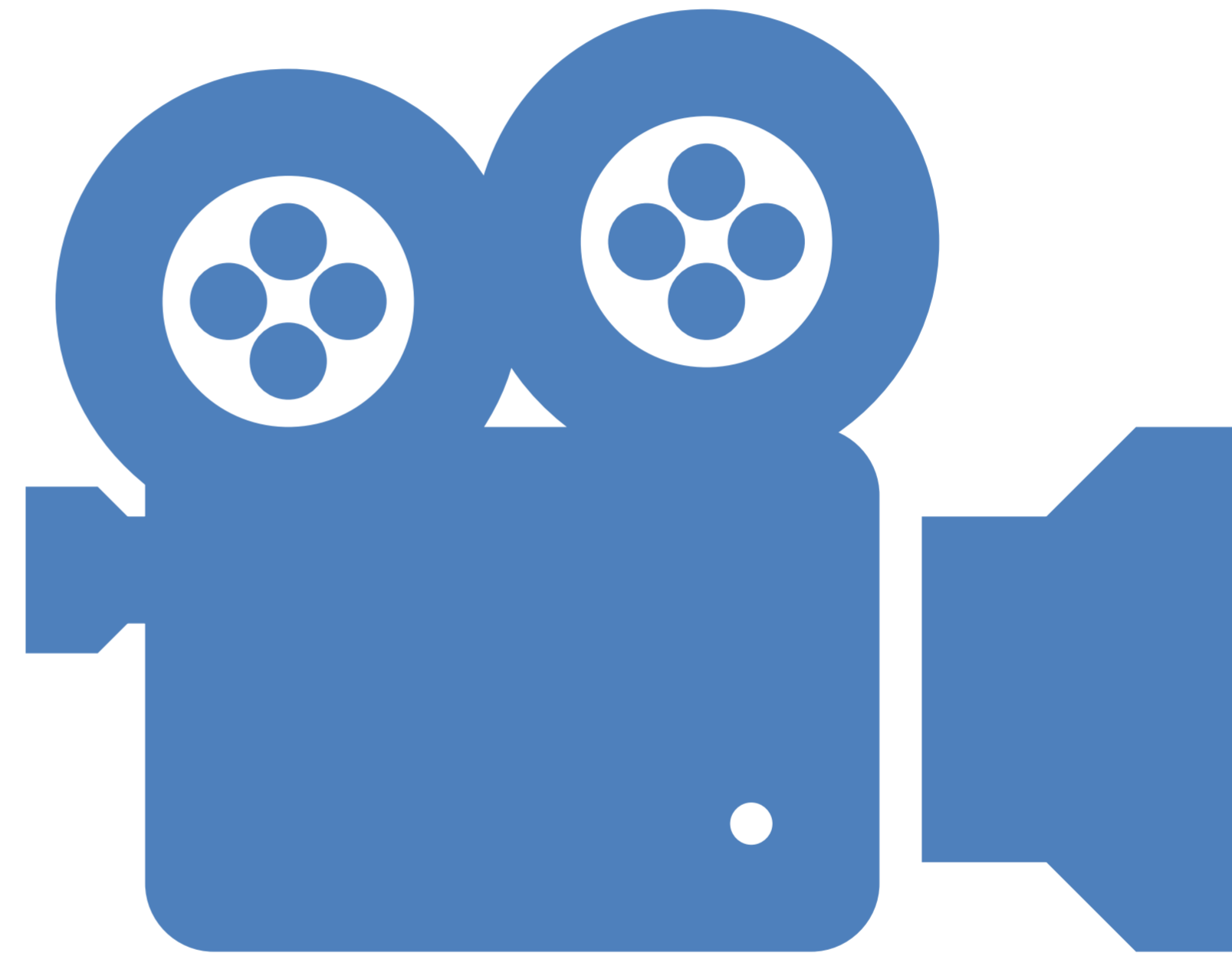
Taxonomy: No fixed right or wrong: principle & broad application



The Drama of Sim.

A snapshot from CCU-
& wigs.

TEAM TENSION



REVIEW & DEBRIEF

Multi-Professional : Applied to the Individual

Consider your professional role and level of experience.

Has the scenario challenged where you think you are within your pillar of practice?

Have you identified any gaps within your knowledge?

EVALUATION & Metrics

Dependent on Intention and Participants

CONFIDENCE

**EMOTION; burnout, stress,
negativity.**

RELEVANCE

EXPECTATIONS

 **Mentimeter**

Pre & Post

- Confidence Levels
- Expectations.

Post Workshop paper
anonymous Feedback Form.

If tomorrow you had to go onto ITU, how confident would you feel (9am results)?



If tomorrow you had to go onto ITU, how confident would you feel (4pm)?



SUMMARY

- Don't have a fixed view on what it should like.
- Be creative: mix & match.
- Consider your learning objectives and alignment to Sim.
- Consider your taxonomy especially if MP.
- You may have great ideas but if you don't have the tech support, keep it Simple.
- Lots of Resources out there now.
- Are you achieving what you want to achieve?
- If you are having fun, your cohort most likely will be too.



- [COVID-19 Surge 2021 – Rapid Access Resources - elearning for healthcare \(e-lfh.org.uk\)](https://www.e-lfh.org.uk/resources/covid-19-surge-2021-rapid-access-resources)
- Harrington D w, Simon LV. Designing a Simulation Scenario [Internet]. PubMed. Treasure Island (FL): StatPearls Publishing; 2020. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK547670/h>
- Herrington, J., Reeves, T.C. and Oliver, R. (2013). Authentic Learning Environments. *Handbook of Research on Educational Communications and Technology*, [online] pp.401–412. doi:https://doi.org/10.1007/978-1-4614-3185-5_32.
- Maran NJ, Glavin RJ. Low- to high-fidelity Simulation - a continuum of medical education? *Medical Education*. 2003 Oct 27;37:22–8.
- Simulation Australia (2017) What is Simulation: An Overview of Simulation and Modelling. Retrieved June 15, 2017, from <http://www.Simulationaustralia.com/about/what-is-Simulation>
- Tang JJ, Maroothynaden J, Bello F, Kneebone R. Public Engagement Through Shared Immersion. *Science Communication*. 2012 Nov 26;35(5):654–66.
- <https://uclpartners.com/london-simulation-network/get-to-know-your-network/>