UWE Bristol | University of the West of England

NHS
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# Developing Simulation in Healthcare Education:
# Catalysts, Conflicts & Clinical Confusion!

Jon Newton


WELCOME

# Agenda

Is high-fidelity simulation a *practicable* teaching and learning tool; and if so, how *effective* is it in healthcare education?

1. Discuss the catalysts, conflicts and clinical confusion surrounding the pedagogy of simulation.
2. Share the project findings of: Operation JACKSCREW - The UK's largest interprofessional, university-led high-fidelity simulation
3. Showcase some key research findings: Developing emotional preparedness and mental resilience through high-fidelity simulation

- Suggest a novel 3-step process for debriefing high-fidelity simulation
- What's next…?

# Clinical Confusion

- Simulation probably means something different to each of us…?
- Simulation is an umbrella term (low/mid/high-fidelity simulation)
- There are many different modalities
- Not everyone ‘gets it’!
- Puts many academics outside their comfort zone
- It’s not *always* possible for colleagues to see the value of high-fidelity simulation as a teaching and learning tool
- How *should* we support a learner during high-fidelity simulation?
- Requires expert educators to deliver with a high-level of subject expertise in order to avoid confusing junctions

# Catalysts

- Technological improvements
- Sub-optimal practice placement experiences (worsened during the pandemic)
- Lack of quality control measures to regulate the progress of trainees out in practice (taking back control)
- Traditional lecturing styles *might* be inadequate - and practical, hands-on learning is more effective and enjoyable
- Prospects of raising aspirations in teaching and learning
- An opportunity to improve NSS results
- Requirement to integrate 300 additional simulation hours into the curriculum
- Simulation might be an effective way of bridging important gaps between theory and practice; and better preparing graduates for the real-world

# Conflicts

- High-fidelity simulation is expensive!
- Designing quality events are VERY time consuming…
- They can be difficult to staff effectively
- Acquisitions can be challenging…
- Health/Safety/Risk…
- Cross-faculty programme integration
- Fitting simulation into the confines of credit bearing modules
- Student welfare and debriefing
- Leadership scepticism
- The critics!

# Operation JACKSCREW:

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- 505 participants
- 7 programmes of undergraduate/postgraduate study
- 4-day event (22.5hrs of LIVE simulation)
- Appeared twice on regional news
- Since hailed as the UK's largest interprofessional university-led simulation

# Developing emotional preparedness and mental resilience through high-fidelity simulation…

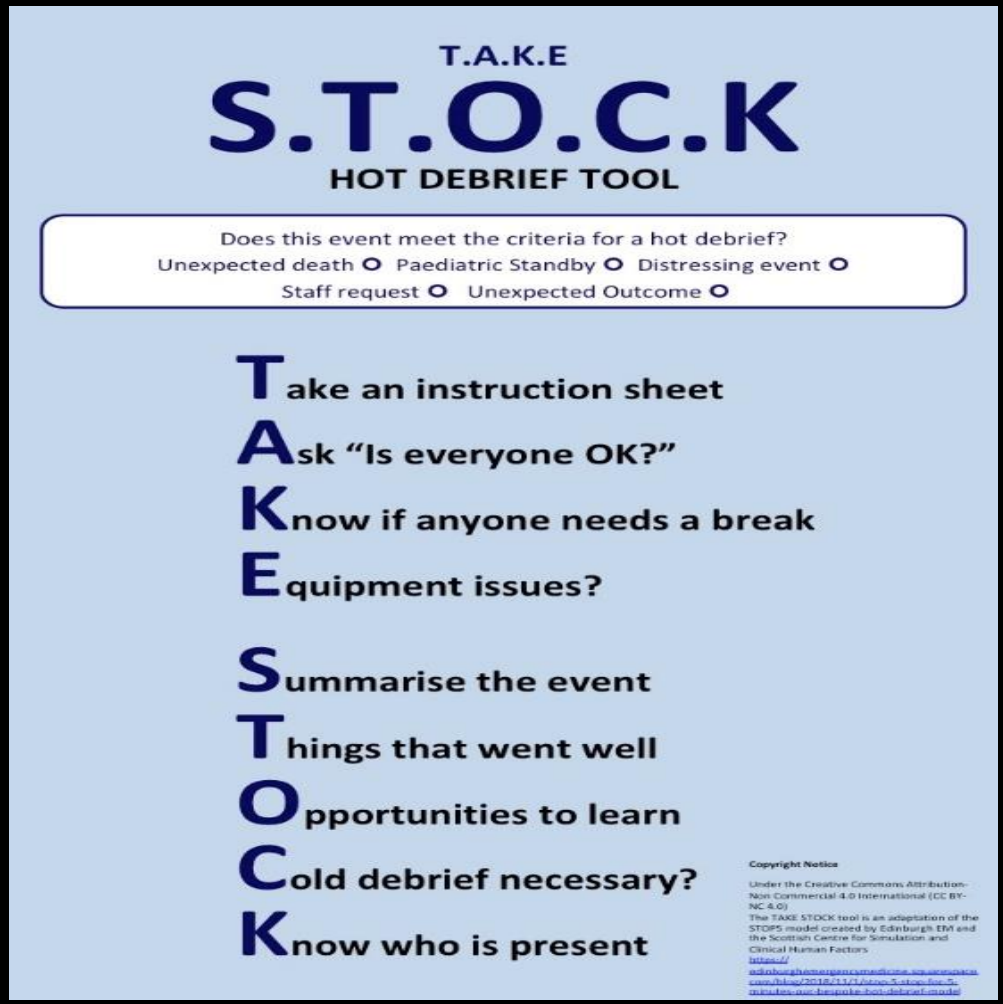
Major Findings:

- 91%
- 86%
- 89%

# Debriefing high-fidelity simulation

- HOT Debrief (Learner)
- COLD Debrief (Learner and the Organisation)
- Q&A (Learner)

# HOT DEBRIEFING



# COLD DEBRIEFING

**So……Is high-fidelity simulation a *practicable* teaching and learning too; and if so, how effective is it?**

In simple, **YES!**

BUT……

# ‘Best Practice’ Recommendations

- Should not be considered ‘Gold Standard’
- Is better suited to more advanced learners
- Exercises should possess parity of experience and be scalable
- Success relies on high-quality theoretical teaching to provide a foundation
- Allow significantly more planning time than you would imagine!

# What's next…?

**Short Term:**

- Teaching and Learning Documentary
- Lots more exercises!

**Longer Term:**

- Curriculum integration for a wider range of undergraduate and postgraduate programmes
- Increase the scope for programmes to claim NHS Placement Tariff
- Further research to follow the mental welfare of these student cohorts

# THE END

@jonnewton999

UWE Bristol | University of the West of England

jon.newton@uwe.ac.uk