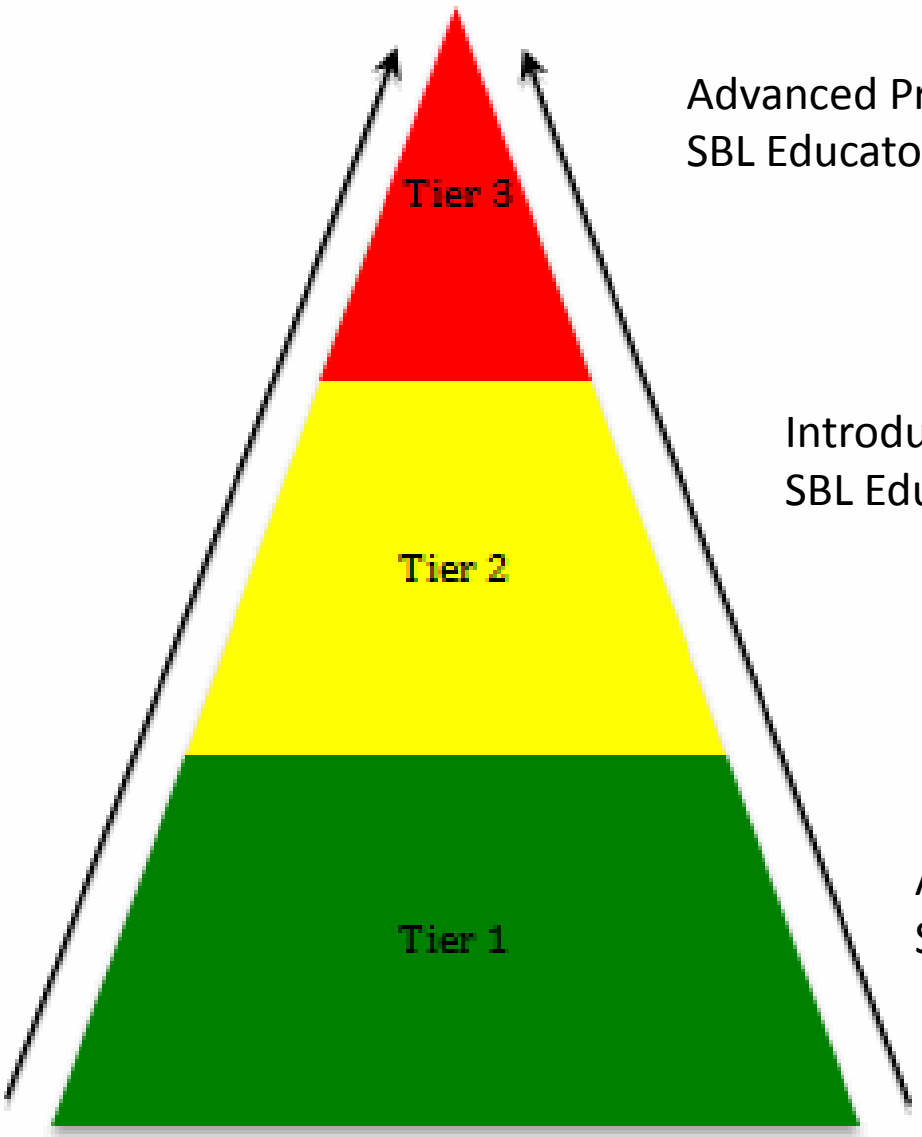
NHS Education for Scotland

NHS EDUCATION FOR SCOTLAND

SAFETY, SKILLS & IMPROVEMENT

Safety, Skills & Improvement

Faculty Development in Simulation – The National Outcomes Framework



Advanced Programme for SBL Educator

Introductory Programme for SBL Educator

Awareness of Simulation to Educators

Tier 1 Awareness of Simulation to Educators

1. Describe range of appropriate learning activities that can use simulation
2. Recognise spectrum of simulation modalities
3. Recognise impact SBL can have on individual, team and system
4. Identify range of opportunities for faculty development in SBL
5. Recognise SBL in context of curriculum outcomes
6. Demonstrate awareness of where simulation can enhance curriculum delivery

Tier 2 Introductory Programme for SBL Educator

1. Identify appropriate learning outcomes for simulation based learning (SBL) event
2. Demonstrate appropriate underpinning educational theory
3. Design an SBL event taking account stage and expertise of learner
4. Design an SBL event utilising principles of deliberate practice and prevention of skill decay
5. Design an SBL event using principles of constructive alignment
6. Delivery of SBL event
7. Debrief and reflect on SBL event
8. Establish a safe learning environment for the SBL event
9. Evaluate SBL event using appropriate framework

Tier 3 Advanced Practitioner Programme for SBL Educator

1. Design, deliver and evaluate interprofessional SBL event
2. Evaluate role as SBL educator
3. Demonstrate use of simulation for assessment
4. Demonstrate skills with video debrief of SBL event
5. Identify and contribute to SBE research opportunities
6. Develop integrated curricular programme for SBL
7. Participate in learning from meta-debriefing
8. Provide leadership for SBE educators
9. Recognise need to link to appropriate statutory bodies
10. Manage resources effectively and efficiently

Agreed high level outcomes for simulation based education at Tier 1	AOME domains
Describe range of appropriate learning activities that can use simulation (e.g. procedural skills, communication skills, drills etc)	1.1.5, 2.1.1 2.1.5, 2.2.1
Recognise the spectrum of simulation modalities (e.g. VR, part task, emulators, manikins, and simulated patients)	
Recognise impact simulation based learning (SBL) can have on learner, team and system (e.g. knowledge, skills, drills and performance)	1.3.2 2.3.10
Identify the range of opportunities for faculty development in simulation based learning (e.g. range of courses, programmes masterclasses, degrees)	2.2.3
Recognise SBL in context of curriculum outcomes (e.g. Tomorrows Doctors, Foundation and specialty competency based curricula, NMC,)	1.3.2
Demonstrate awareness of mapping where simulation can enhance curriculum delivery (e.g. Blue print vs curriculum)	1.2.5

Agreed high level outcomes for simulation based education Tier 2	AOME Domains
Identify appropriate learning outcomes for simulation based learning event (e.g. use of SMART, Blooms taxonomy)	1.1.4 1.1.3
Demonstrate the appropriate underpinning educational theory (e.g. behaviourism, experiential learning reflective practice, social cognitive theory, activity theory)	1.1.2, 4.1.1 4.2.1
Design a SBL event taking account stage and expertise of learner (E.g Dreyfus and Dreyfus, Benner Challenge point framework, Perry)	1.1.1 1.1.3
Design a SBL event utilising principles of deliberate practice and prevention of skill decay (e.g. Ericsson, paced education)	1.1.1
Design a SBL event using principles of constructive alignment (e.g Biggs)	1.2.5 4.1.1
Delivery of SBL Activity (E.g. Immersion using STEPS or 4 stage, reflective immersion, use of faculty confederate Simulated patients and or simulators)	2.1.1
Debrief and reflect on the SBL event (use of relevant models, e.g. agenda led-outcomes based, description-analysis-application, learning conversation)	2.1.4, 2.1.6 2.2.6, 2.2.7
Establish a safe learning environment for the SBL event (e.g. Confidentiality, consent, ground rules, time out)	2.1.2, 2.2.2, 2.3.4
Evaluate SBL event using appropriate framework (eg Realistic evaluation, Kirkpatrick levels, DASH Student version)	1.1.6, 1.2.7

Agreed high level outcomes for simulation based education Tier 3	AOME Domains
Design, deliver and evaluate Interprofessional SBL event	2.3.1
Evaluate role as SBL educator (e.g. for portfolio evidence, appraisal)	2.2.9 4.2.2
Demonstrate use of simulation for assessment (e.g. constructive alignment, immersion and assessment; use of Millar's triangle; Tools such as OSCE and OSCE variants, OSATS, Behavioural marker systems, WSE tool)	3.1.1-6
Demonstrate skills with video debrief of SBL event (e.g. book-marking, learning aligned selection, signposting, use of teaching moments)	2.2.6, 2.3.8
Identify and contribute research opportunities for simulation based education (e.g. Multicentre trials, publications,)	4.1.4, 4.2.3, 4.3.5
Develop integrated curricular programme for SBL (e.g. integrated, progressive development of knowledge, skills, drills and performance)	1.3.1
Participate in learning from meta-debriefing (E.g. DASH, OSAD, peer review debriefing)	2.3.7, 2.3.11
Provide leadership for SBE educators (e.g. organisations such as universities NHS organisations, societies and associations)	5.1.3
Recognise need to link to statutory and regulatory bodies (e.g. GMC, NMC, HPC)	5.1.4
Manage resources effectively and efficiently (e.g. use of simplest possible simulator, procurement of consumables, development of patient banks)	5.2.1

Roundtable Discussion

Discuss at tables

1. Are learners well prepared for face to face(FTF) simulation based education interventions?
2. How can we most effectively enhance preparation of learners for FTF simulation based education interventions?
3. In relation to 2 what would main challenges be in assuring quality of intervention?

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Quality Health Care

- Safe
- Effective
- Person-centred
- Timely
- Efficient
- Equitable

Adapted from dimensions of Quality identified Institute of Medicine Crossing the Quality Chasm 2001

The Health Foundation Person-Centred Care made simple, 2014