



THE UNIVERSITY
of EDINBURGH

Introduction to Simulation



Anna Dover – Clinical Simulation Lead, RIE

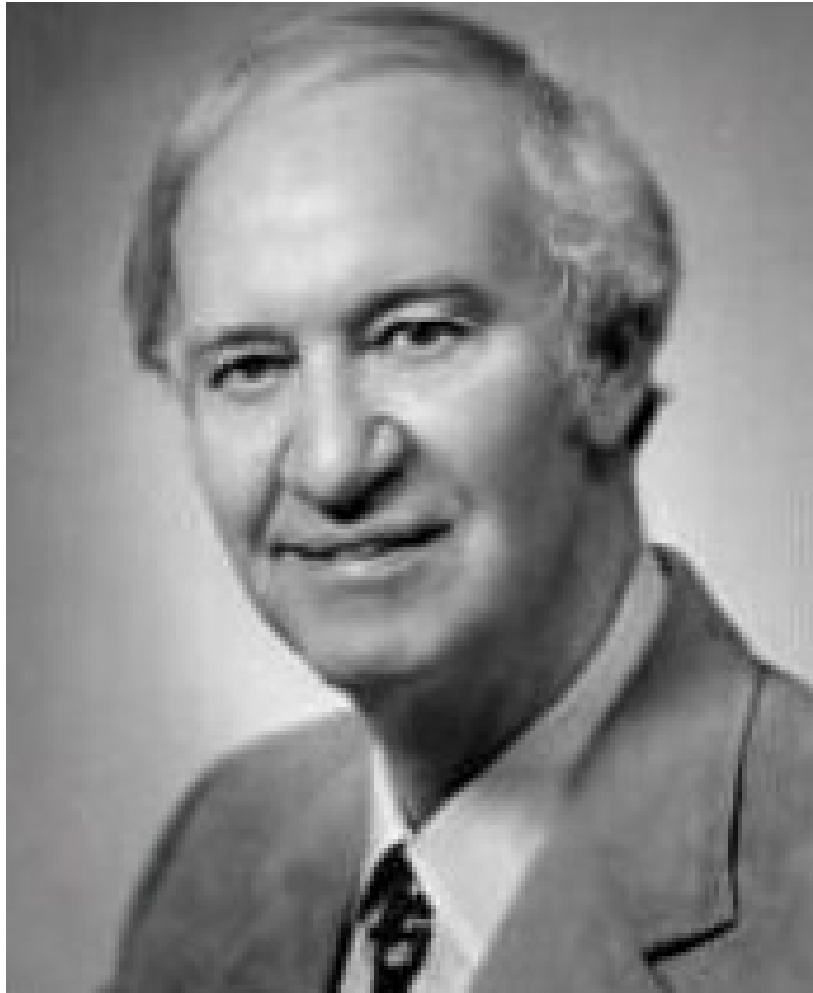
Vicky Tallentire – Clinical Simulation Lead, WGH

Ian Lee – Clinical Educator Programme Tutor

Learning objectives

By the end of this 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



What do we mean by simulation?







Learning needs
assessment

Learning objectives

Scenario design

Safe learning
environment

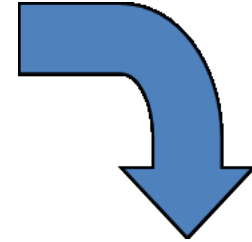
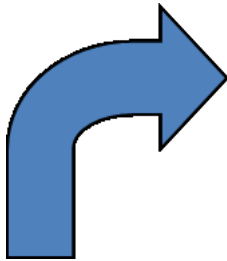
Reflection

Debrief



Concrete Experience

Simulation with objectives, safety,
fidelity and engagement



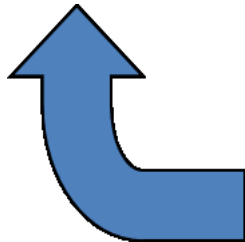
Reflective Observation

Facilitated debriefing using
questions and video



Abstract Conceptualisation

Facilitated debriefing offering
support and challenge



Active Experimentation

Facilitated debriefing using
distillation and take home messages

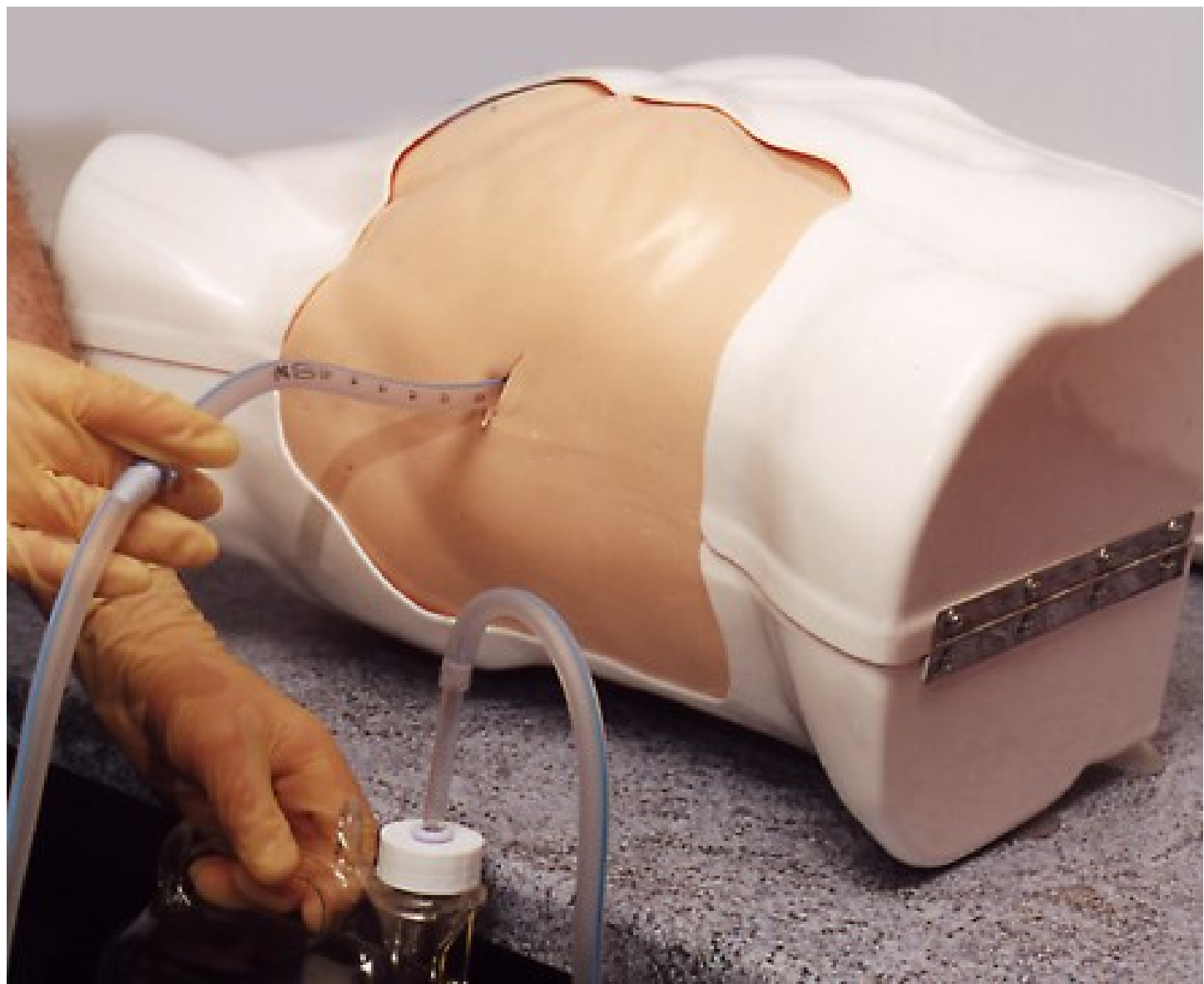
Simulation is just
an excuse to
debrief



So what are the benefits?







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FY1 Simulation – Session One

- Delivered at Induction only
- Exploring some essential processes and procedures required for practice in commencing the FY1 year



FY1 Simulation – Session Two

- Delivered predominantly within the first and second rotations of the FY1 Programme
- Exploring some more complex technical and non technical situations that occur in clinical practice



FY1 Simulation – Session Three

- Delivered predominantly within the second and third rotations of the FY1 Programme
- Exploring complex acute situations in preparation for the FY2 stage of professional development

What are the wider advantages?



Over to you...

Time for you to get creative and think of how simulation could benefit your clinical or teaching area.

Jot down an educational or clinical challenge within your department that could be addressed using simulation

1 minute



Over to you...

Time for you to get creative and think of how simulation could benefit your clinical or teaching area.

Work within your group, and choose one idea to develop further...

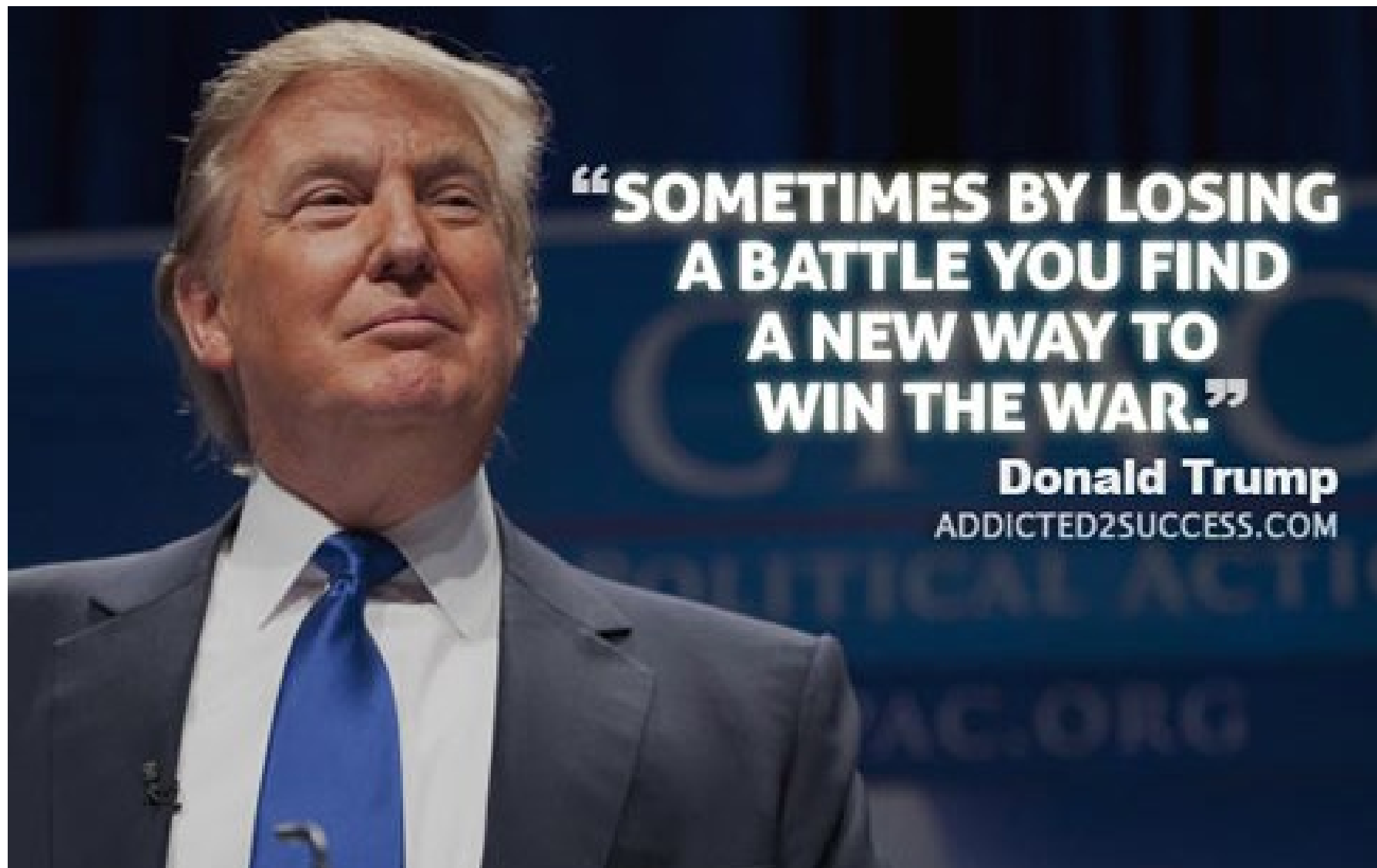
Over to you...

Consider...

- *Who* are your learners?
- *What* are your learning objectives?
- *Who* is facilitating?
- *Where* will it happen?
- *What* resources do you need?
- *What* benefits could this bring to your department?
- *What* are the potential challenges?

You have **10 minutes**

So what are the challenges?



**“SOMETIMES BY LOSING
A BATTLE YOU FIND
A NEW WAY TO
WIN THE WAR.”**

Donald Trump

ADDICTED2SUCCESS.COM









**"Of course you're allowed to have stage fright.
As soon as your talk is over."**

EDINBURGH EMERGENCY MEDICINE

Join the EDvolution

SIMULATION TRAINING

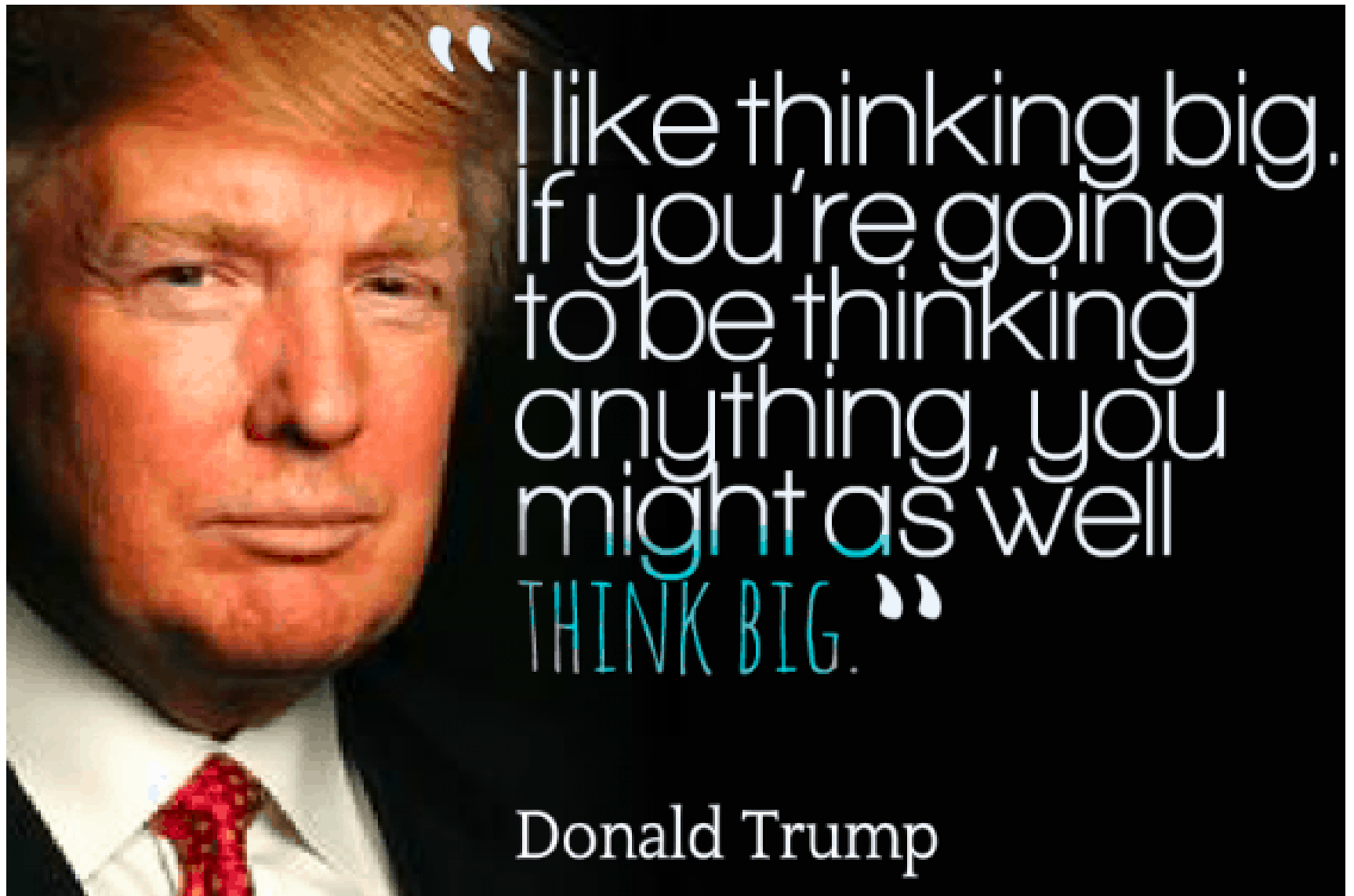


SIMULATION DATES









“I like thinking big.
If you're going
to be thinking
anything, you
might as well
THINK BIG.”

Donald Trump

What resources are there?



Learning objectives

You should now 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
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