



Developing the next generation of simulation educators



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Simulation-based education continues to grow as a powerful tool to train anaesthetists and healthcare professionals around the world. Simulation can be effectively utilised to help individuals and teams develop both technical and non-technical skills, rehearse routine care or rare emergencies, and test the usability of healthcare systems.

The College aspires to be a world leader in the delivery of simulation-based training as part of an integrated postgraduate medical curriculum. The RCoA's Simulation Working Group recently published their 'Simulation Strategy' promoting the use of high-quality, simulation-based training throughout the curriculum.¹ The College's strategy recognises that the effectiveness of simulation depends on how well it is used as an educational tool. A simulation programme is enhanced by the characteristics and ability of its teaching faculty, but clinical experience alone is not a proxy for capability as a simulation educator. For this reason, this new College strategy encourages robust and specific training for faculty in order to deliver effective simulation-based training.

In order to support the development of simulation educators, there are emerging faculty training programmes that can be accessed at all levels across the UK.

TEACHSimFaculty is a three-level certified programme open to all types of healthcare professionals interested in undertaking simulation faculty roles and designing simulation programmes.² The programme was established in 2015 and runs several times a year across four sites (Royal Surrey County Hospital, William Harvey Hospital, Tunbridge Wells Hospital and Worthing Hospital).

The TEACHSimFaculty programme has been developed according to the national Association for Simulation in Healthcare (ASPiH) standards for simulation-based healthcare education.³ As a multitiered, multicentre training programme, TEACHSimFaculty offers three levels of progressively advanced one-day courses with follow-up practical components and ongoing expert mentorship.

Candidates may progress through Levels 1, 2 and 3 sequentially to gradually build on their skills. Alternatively, those with previous training in simulation can join

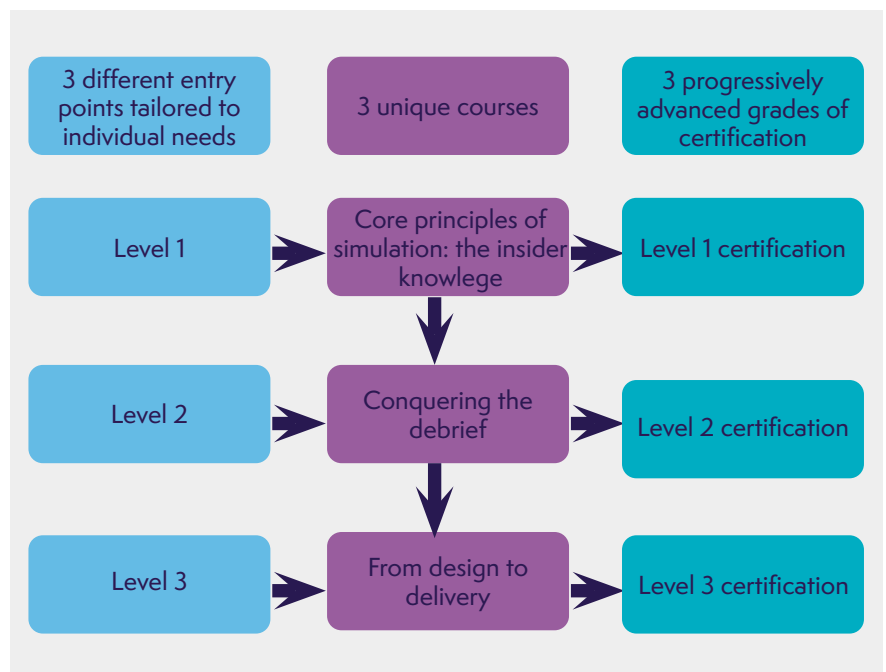


Figure 2 Programme overview

at either Level 2 or Level 3. Different entry points allow candidates with all levels of experience to enter the programme at a level which meets their own individual educational needs to become skilled simulation faculty.⁴

Level 1: core principles of simulation: the insider knowledge

By completing Level 1, candidates develop knowledge, skills and behaviours required to undertake simulation-supporting faculty roles. Training focuses on the educational theory behind simulation, scenario development, the basics of simulation equipment and an introduction to debriefing. Candidates then identify practical training opportunities and assist as faculty members at future simulation courses, and develop a simulation-training portfolio and consolidate their learning in a supported, supervised environment.

*"A great insight into how simulation works in practice."
"Really dynamic and engaging - I feel more confident."*



Level 2: conquering the debrief

ASPiH standards for simulation-based education emphasise that faculty must be appropriately trained in debriefing before undertaking this aspect of simulation.⁴ Level 2 uses theoretical and practical sessions to help candidates to gain a better understanding of the role and principles of debriefing in simulation. This highly interactive course also aims to provide candidates with tools and techniques for dealing with more challenging debriefs.

Level 3: from design to delivery

This final level aims to equip already experienced faculty members with skills in developing and delivering sustainable simulation programmes tailored to their local needs. This highly practical course focuses on moving from design to delivery; topics include the aspects of organising such programmes (including logistics and financial considerations), and the running of in-situ simulation. Expert one-to-one mentorship helps candidates put new-found skills into practice, enabling the delivery of quality-assured simulation-based programmes.

Each level of the TEACHSimFaculty course has been accredited with six RCoA CPD

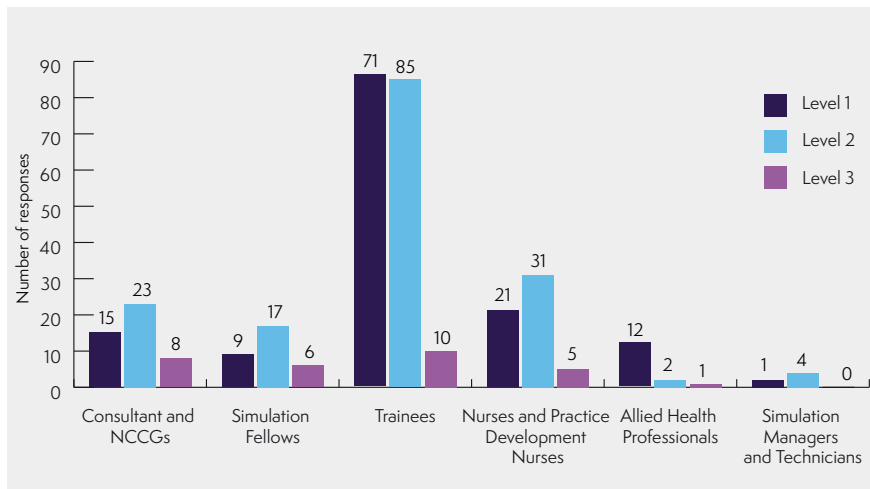


Table 1 TEACHSimFaculty programme attendance by healthcare professionals from 2015

points. By training the next generation of simulation educators, TEACHSimFaculty has expanded the trained simulation faculty pool dramatically over the last five years (Table 1) with more than 300 attendances on the programme. By providing training alongside other multidisciplinary team professionals, TEACHSimFaculty is one of a number of faculty training courses aimed at supporting the College to achieve its mission of becoming a world-leading provider of simulation-based learning.

References

- 1 Simulation Strategy 2018-2023. RCoA rcoa.ac.uk/media/1621
- 2 Medisim. TEACHSimFaculty. medisimulation.org/teachsim-faculty
- 3 Association for Simulated Practice in Healthcare. Simulation-based education in healthcare standards framework and guidance. ASPiH 2016. bit.ly/3bRK9qM
- 4 Lomax S *et al.* Development of a KSS wide multidisciplinary, multitiered simulation faculty development programme: TEACHSimFaculty. *BMJ Simulation and Technology Enhanced Learning* 2015;1:A47.



“I really liked how we debriefed non-clinical tasks as it makes it accessible to everybody.”

“Very dynamic. Cleverly designed. Got a lot out of it and feel much more confident actively taking part as sim faculty.”