LabSiRG:

Sim 101

https://www.youtube.com/watch?v=SXLwv4N64hU
Amanda VanSpronsen, BSc MLS, MSc
Gwen Clarke, MD FRCPC
Megan Parrish, BSc MLS, MLT
Rhonda Shea, BSc MLS, MA
● Grants/Research Support: NONE
● Speakers Bureau/Honorarium: NONE
● Consulting Fees: NONE
● Other: NONE
OBJECTIVES

● Introduce you to simulation
● Describe the difference between sim and other learning modalities
● Describe the phases of sim
● Describe Dos and Don’ts of sim
● Share our lab sim experience
“Simulation is a technique, not a technology, to replace or amplify real experiences with guided experiences, often immersive in nature, that evoke or replicate substantial aspects of the real world in a fully interactive manner.”

Gaba, Qual Saf Health Care The Future Vision of Simulation in Healthcare  2004;13
Simulation is:

- Immersive
- As real as possible
- Learner driven
- An opportunity for the participant to practice a skill or perform a task in a risk-free, realistic environment
● Simulation is not:
  ○ A drill
  ○ A test
  ○ Instructor driven - WHAT DOES THIS MEAN?
SIMULATION VS OTHER L.M.s

- Adults learn best by:
  - Having a meaningful experience
  - Being able to reflect on the experience
  - Learning in context
- HALO events
SIMULATION VS OTHER L.M.s

- Best Practice
- Hidden issues
- Educational Research supports simulation
  - Kolb
    - Cycle of experiential learning

http://www.brookes.ac.uk/services/ocsld/resources/independent.html
SIMULATION VS OTHER L.M.s

- Sim provides just enough stress for learning
- Pleasant Activation
  - Circumplex Model of Affect

http://www.psychomedia.it/rapaport-klein/Peterson-05_DevelopPsychopathol10.pdf
SIMULATION VS OTHER L.M.s

- It should be noted:
  - Having an experience does not always = learning
  - Experiential learning happens through reflection, action and sense-making
SIMULATION VS OTHER L.M.s

- Pre-Brief
  - Sets the Stage

- Scenario
  - Simulation

- De-Brief
  - Reflection and Learning
SIMULATION VS OTHER L.M.s

Pre-Brief
- Sets the Stage

Scenario
- Simulation

De-Brief
- Reflection and Learning

Experience and Experiment

Reflect and Conceptualize
DOS AND DON'TS OF SIM

DO...

- Provide a safe environment
  - Provide a robust pre-brief
  - Ensure the “right” people are in the room
  - Watch body language
- Allow it to be organic - morph
- Allow it to be a tool of improvement
- Utilize SMEs
DOS AND DON’TS OF SIM

DON’T…

○ Tie this to performance
○ Interrupt during the sim
  ■ learning occurs from the learner with guidance from the person running the sim - usually during de-brief
○ “Help” the learner during the sim
○ Hold tight to objectives
MY EXPERIENCE

● ANATOMICAL PATHOLOGY - CLINICAL YEAR
  ○ Roles
  ○ Expectations
  ○ Impact
http://www.labsirg.com/

THANK YOU!