



University of Otago **Rural Simulation Faculty Development Plan** **December 2019**

Rural Health Academic Centre Ashburton (RHAC) is developing a rural simulation faculty development plan for rural practitioners in conjunction with Rural Postgraduate Program.

Vision:

The Rural Simulation Faculty vision is of a pool of inter-professional faculty with expertise around simulation-based education (SBE) and debriefing who can all contribute to all rural simulation courses as needed. The group of rural courses should be strategically planned each year by the whole group to maximise value and demand. Each course will have designated course directors or leaders but can expect assistance from all faculty group members as available.

Objectives:

- Establish a broad interprofessional rural group of SBE faculty across NZ.
- Describe a common pathway for rural faculty to be credentialled as course providers through a shared understanding and experience of SBE
- Maintenance and development of simulation expertise through feedback, mentoring and sharing of learning resources
- Develop opportunities for learning, developing and collaborating using simulation-based education.
- Design interprofessional educational courses for rural health care workers.
- Research and evaluation of rural SBE

Rural simulation faculty development stream:

- A. Open for all doctors, GP's, nurses, paramedics, allied health and midwives involved in rural health care at all levels of training.
- B. Faculty development stream comprises 7 components within three tiers, with stepwise progression through.
- C. Participation is purely voluntary and is expected to be self directed

Components:

- 1) Online Journal library:
Read basic reading material on simulation based education and debriefing. Core simulation knowledge required to build a foundation for practice.
- 2) Rural SBE Course Participant:
Participant or observer in at least 1 simulation course, such as RISC. Observation provides context and offers a big picture view of how simulation is implemented. Observation also allows for self-reflection. It also ensures familiarity with the technical content of the course.
- 3) Simulation Course:
Attend a simulation workshop/course. Participation in a simulation course/workshop helps the participant gain the perspective of a learner and also to understand the concept of psychological safety, and the debriefing process.
- 4) SBE Practice:
Start facilitating with simulation based education. Regular practice is necessary to maintain any skill (e.g., debriefing, the role of the embedded simulation person, mannequin operations, and scenario direction).
- 5) SBE Evaluation and Feedback:
Debriefing Assessment for Simulation in healthcare (DASH) evaluation completed for minimum 3 debriefing sessions. Participation with expert feedback maintains competence and exposure to all aspects of simulation.
- 6) Rural Faculty Mentoring:
Providing mentoring to colleagues. Mentoring takes place across all levels of expertise. It may be formal or informal. Practicing faculty are able to mentor those new to the field, whereas expert faculty can mentor those who are at all stages.
- 7) Networking, Development & Research:
Participate in networking, research and evaluation projects. Develop new rural scenarios, course content, and materials.

Faculty development Stream

	Basic	Practicing	Advanced
Online journal library	X	X	X
Rural Course Participation	X	X	X
Simulation Course	X	X	X
SBE Practice		X	X
SBE Expert Feedback		X	X
Rural Faculty Mentoring			X
Networking, Research & Development			X

Reading journal list:

Interprofessional Education:

- <https://www.otago.ac.nz/medicine/staff/resources/otago727994.pdf>
- Gutenstein, M., Kiuru, S., & Withington, S. (2019). Development of a Rural Interprofessional Simulation Course: an initiative to improve trauma and emergency team management in New Zealand rural hospitals. *Journal of Primary Health Care*. <https://doi.org/10.1071/HC18071>

Debriefing:

- Rudolph JW, Simon R, Dufresne RL, Raemer DB. There's no such thing as “nonjudgmental” debriefing: a theory and method for debriefing with good judgment. *Simulation in Healthcare*. 2006 Apr 1;1(1):49-55.
- Cheng A, Palaganas J, Eppich W, Rudolph J, Robinson T, Grant V. Co-debriefing for simulation-based education: a primer for facilitators. *Simulation in Healthcare*. 2015 Apr 1;10(2):69-75.
- Rudolph JW, Raemer DB, Simon R. Establishing a safe container for learning in simulation: the role of the presimulation briefing. *Simulation in Healthcare*. 2014 Dec 1;9(6):339-49.
- Flin R, Maran N. Identifying and training non-technical skills for teams in acute medicine. *BMJ Quality & Safety*. 2004 Oct 1;13(suppl 1):i80-4.
- Eppich W, Cheng A. Promoting Excellence and Reflective Learning in Simulation (PEARLS): development and rationale for a blended approach to health care simulation debriefing. *Simulation in Healthcare*. 2015 Apr 1;10(2):106-15.
- Fanning RM, Gaba DM. The role of debriefing in simulation-based learning. *Simulation in healthcare*. 2007 Jul 1;2(2):115-25.
- Sawyer T, Eppich W, Brett-Fleegler M, Grant V, Cheng A. More than one way to debrief: a critical review of healthcare simulation debriefing methods. *Simulation in Healthcare*. 2016 Jun 1;11(3):209-17.

Simulation:

- Zigmont JJ, Kappus LJ, Sudikoff SN. Theoretical foundations of learning through simulation. *Seminars in perinatology* 2011 Apr 1 (Vol. 35, No. 2, pp. 47-51). WB Saunders.
- Barry Issenberg S, Mcgaghie WC, Petrusa ER, Lee Gordon D, Scalese RJ. Features and uses of high-fidelity medical simulations that lead to effective learning: a BEME systematic review. *Medical teacher*. 2005 Jan 1;27(1):10-28.

Faculty Development:

- Peterson DT, Watts PI, Epps CA, White ML. Simulation faculty development: a tiered approach. *Simulation in Healthcare*. 2017 Aug 1;12(4):254-9.
- Lemoine JB, Chauvin SW, Broussard L, Oberleitner MG. Statewide interprofessional faculty development in simulation-based education for health professions. *Clinical Simulation in Nursing*. 2015 Mar 1;11(3):153-62.

Online Access

- University of Otago RHAC website <https://www.otago.ac.nz/christchurch/research/rhac/>
- Leaning on Fence Posts rural research blog <https://blogs.otago.ac.nz/rural/>
- Rural Postgraduate Programme Moodle: RAFT

List of Approved Simulation Based Education Courses and Providers

1. Centre for Medical Simulation
<https://harvardmedsim.org/training/simulation-instructor-training/>
Courses in USA, Australia, New Zealand and Online debriefing assessment course
2. University of Otago Christchurch
<https://www.otago.ac.nz/christchurch/services/simulationcentre/otago090914.html>
Instructor training workshop
3. Other SBE courses may be suitable. Please contact us to discuss

Application & Enquiries

For all enquiries regarding the rural simulation development stream, contact Dr. Sampsa Kiuru at sampsa.kiuru@otago.ac.nz or Dr. Marc Gutenstein at marc.gutenstein@otago.ac.nz

Sampsa Kiuru

Marc Gutenstein

Tracey Reid

Steve Withington