

20 minutes

Introduction

<p><i>Participants are seated in the briefing/debriefing room.</i></p> <ol style="list-style-type: none">1. Welcome everyone to the simulation2. Faculty to introduce themselves (background and experience)3. Participants to introduce themselves (background and experience)4. Facilitator to go through the learning objectives5. Facilitator to facilitate a discussion around confidentiality, psychological safety and determination of a group agreement6. Facilitator to cover:<ul style="list-style-type: none">• Start and finish times; and breaks.• Facilities.• Mobile phone and pagers.• Emergency exits.7. Facilitator to discuss expectations of simulation and facilitate a discussion around the fiction contract.	<p><i>Materials/props</i></p> <p>PowerPoint Presentation</p> <p>Computer/laptop</p> <p>Data projector</p>
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50 minutes

Background information/educational presentation

<p>Facilitator to present the educational content. As policy, equipment, and scope of practice may differ between facilities, a standard PowerPoint presentation has not been prepared. A physiotherapist who is appropriately experienced in performing manual techniques and suctioning should prepare this information relevant to the local context.</p> <p>Topics to be covered should include:</p> <ol style="list-style-type: none">i) Review of relevant Local Health District/ Specialty Health Network policies.ii) Review of theory and evidence on:<ul style="list-style-type: none">- suctioning,- mechanical ventilation, and- manual techniquesiii) <i>Suctioning</i>: Indications and contra-indicationsiv) <i>Mechanical ventilation</i>: Parameters and modes <p>After the PowerPoint presentation, the facilitator leads the group in to the simulated CICU, and orientates participants to the environment and equipment.</p> <p>Facilitator to provide practical training on manual techniques and suctioning. Participants are shown how to perform techniques, and then they have the opportunity to practise.</p>	<p><i>Materials/props</i></p> <p>Locally developed PowerPoint slides and/or handouts</p>
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15 minutes

BREAK

DISCLAIMER

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10 minutes

Activity briefing

<p>Facilitator to brief the participants in the Briefing/Debriefing room. Ask participants to read their briefing notes. Facilitator to state:</p> <p><i>The aim of this simulation is for you to incorporate the material discussed earlier into your practice. You will enter a simulated clinical situation where you will need to draw upon your new knowledge and skills in manual techniques and suctioning to provide safe and effective treatment for the patient.</i></p> <p>Explain to the participants the following:</p> <ul style="list-style-type: none">• Participants will work in pairs in the simulation. Two people will be in the simulation, and the other 4 participants will be observing from the observation room. The simulation will be repeated 3 times so that each participant has opportunity to be active in the simulation.• Each simulation will last for 25 minutes, and will be followed by a short 10 minute debrief.• There will be a CICU nurse in the room who you can ask questions of, and can assist in managing the patient if required. <p>The facilitator to read through the scenario, and allow opportunity for participants to ask questions if they have any.</p> <p>Explain to the participants that they are entering the simulation having just received the page from the CICU registrar asking them to review the patient.</p>	<p><i>Materials/props</i></p> <p>Whiteboard</p> <p>Mock patient rooms with bed and/or chair</p> <p>Participant briefing notes</p> <p>Simulated patient clothes and accessories</p> <p>Table/chairs</p> <p>Telephone</p>
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1 hr 45 mins

(25 mins + 10 mins) X 3

Simulation activity

<p><u>Simulation:</u> (25 minutes)</p> <ol style="list-style-type: none">1) One facilitator leads the 4 participants who will be observing to the observation room. These participants will complete the observer checklist whilst watching the simulation.2) The other facilitator leads the two participants who will first be participating in the simulation the group into the simulation room. The confederate (CICU nurse) and SimJunior manikin are already in position prior to the participants walking in.3) Refer to the Simulation Activity Running Sheet for details of the simulation activity.4) The simulation ceases at 25 minutes once the physiotherapists have provided advice to nursing staff at the completion of treatment. <p style="text-align: right;">Simulation activity continues...</p>	<p><i>Materials/props</i></p> <p>Note pad</p> <p>Pen</p> <p>Timer</p>
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<p>Simulation activity continues...</p> <p>Short Debriefing: (10 minutes) The facilitator to lead a short debrief with all 6 participants in the observation room. Suggested questions may be:</p> <ol style="list-style-type: none"> i. What did you learn from the interactions you had with the other team members during the simulation? ii. What technical competencies were you aware of demonstrating during the simulation? iii. How did your interactions with the patient and their family (if family members present) influence your ability to complete your clinical tasks? <p>After the debriefing, participants rotate roles and another pair is active in the simulation. Both the simulation and short debriefing are repeated another two times so that each participant has the opportunity to be an active participant in the simulation.</p>	
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10 minutes

BREAK

20 minutes

Debriefing/feedback

<p>The facilitators to arrange the room in a circle. The facilitators and confederate (CICU nurse) should not sit next to each other but rather amongst the participants.</p> <p>So that participants can first discuss their emotional response to the simulation, the facilitator can ask a question such as:</p> <p style="padding-left: 40px;"><i>How was that for everyone?</i></p> <p>Once the emotional response has been acknowledged and heard, then the facilitators might move the discussion onto the technical/clinical aspects of the simulation:</p> <p style="padding-left: 40px;"><i>Let's start with a reminder of the learning objectives. The aim of today was to give you an opportunity to build knowledge and skill in providing safe and effective treatment to an acutely unwell child using manual techniques and suctioning.</i></p> <p>The facilitators engage the participants in a group discussion about the simulation. Information about debriefing can be found in The Sim Guide [<i>Key Skills: Debriefing</i>].</p> <p>The confederate is then invited to join in the conversation. The facilitator asks the confederate how they found the simulation.</p> <p style="padding-left: 40px;"><i>Were there any key moments from their perspectives?</i></p> <p>End the debriefing by asking:</p> <p style="padding-left: 40px;"><i>What is the one thing you have learnt today that you will take into your clinical practice? How might you use these skills with patients that you are working with?</i></p>	<p><i>Materials/props</i></p> <p>Written notes</p> <p>Pen and paper</p>
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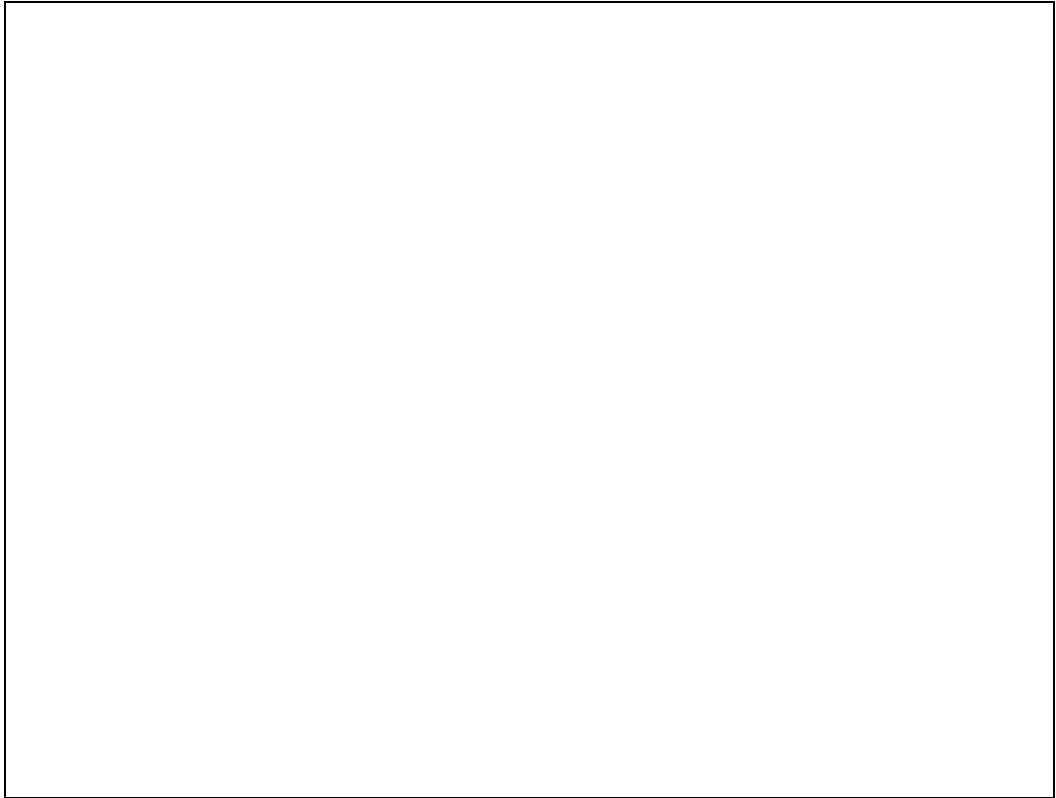
<hr style="width: 80px; margin-left: 0;"/> <p>10 minutes</p>	<p>Closing and evaluation</p> <p>The facilitator to wrap up the session, and check in with participants about whether they feel the learning objectives were met.</p> <p>The facilitator to hand out the <i>Competency Self-Checklist</i> and ask participants to evaluate their own performance. Participants should then be encouraged to scope out further opportunities in their workplaces to work on areas they have identified as needing further development.</p> <p>Faculty to hand out evaluation forms for participants to fill out.</p> <p>Facilitator to close the activity.</p>	<p><i>Materials/props</i></p> <p>Competency Self-Checklist</p> <p>Participant evaluation form</p>
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<hr style="width: 80px; margin-left: 0;"/> <p>10 minutes</p>	<p>Faculty debrief</p> <p>Once participants have left the room, the facilitator leads the faculty debrief covering:</p> <ul style="list-style-type: none"> • What went well? • What did not go so well? • What might we as a faculty do differently next time? 	<p><i>Materials/props</i></p> <p>Pen and paper</p>
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Notes

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