

FLASH In-situ Sim Project

Dr. Rasheed Kaja Mohammad Sim Fellow, Foundation School
ST4 Emergency Medicine, Norfolk & Norwich University Hospital (NNUH)

Dr. Diego Olmo-Ferrer Consultant Emergency Medicine, NNUH
Project Supervisor

Dr. Helen Johnson Foundation School Director, East of England



"Aspiring to
Excellence
in
Education"

East of England
**FOUNDATION
SCHOOLS**

EAST ANGLIA/ESSEX, BEDS AND HERTS



NHS

Health Education England

PROBLEMS

Intervention
Control
Outcome
Time

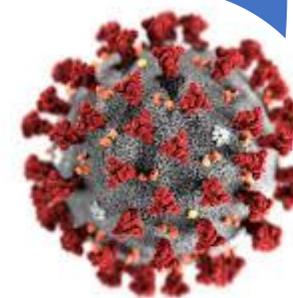
(PICOT)



Requirement



Restrictions

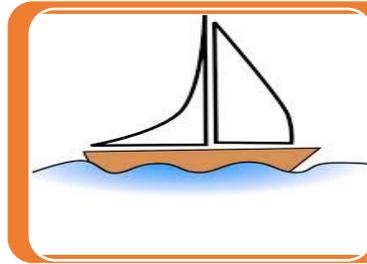


Crisis



Where is the
TIME?

F



Fast

No disruption

L



Low Fidelity

No set up, realistic

A



Ad lib

No prep, culture

S



Simulation

Context & Community

H

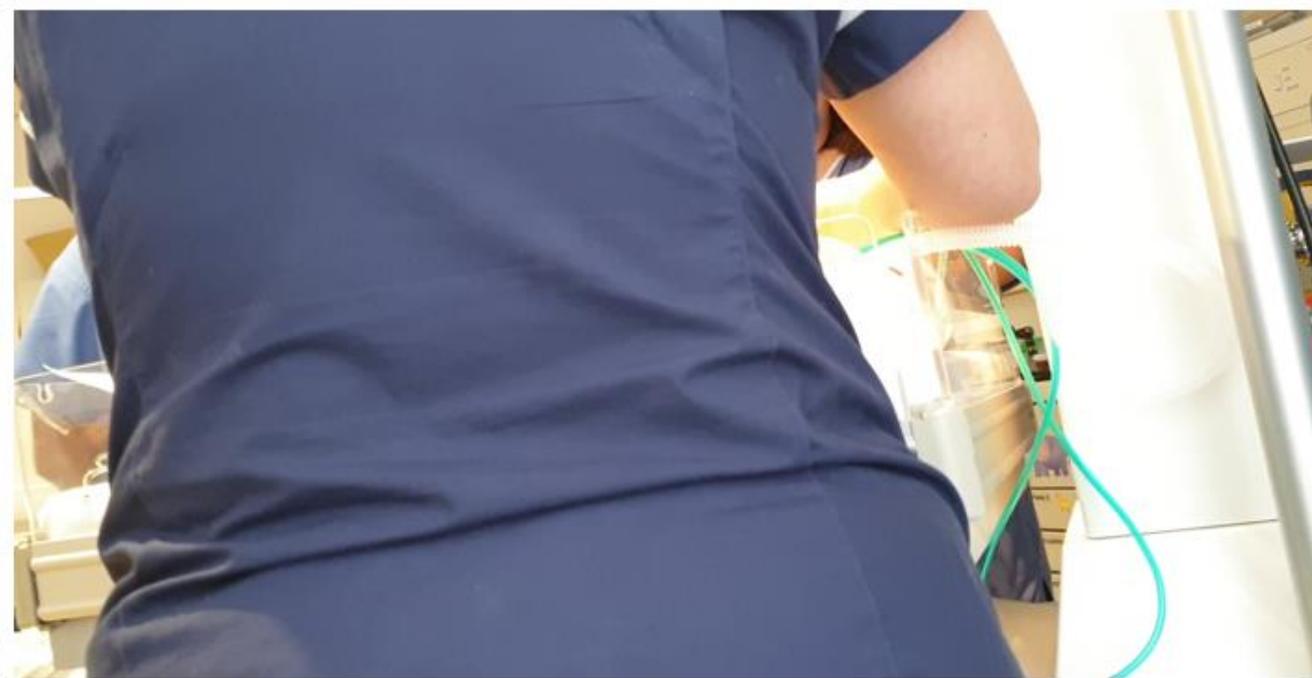


for Healthcare

Adaptable & check Latent errors



Managing an amputated finger



Managing Neonatal Arrest



Post Asthma management debrief

FLASH (Fast - Low fidelity - Ad lib - Simulation for - Healthcare)
In situ sim Project: Emergency Department NNUH

Prebrief

Thank you for attending the FLASH sim session @EDNNUH

This session is a confidential learning experience & not an evaluation.

This session involves **3 elements**:

1. Prebrief & consent (Filling this form)
2. The simulation session
3. Feedback (Kindly provide after the session)

Consent & declaration

1. I guarantee that any information about the performance of other learners will be held in confidence, and will not be communicated in any form.
2. I grant permission to use, without restriction or remuneration, for education, publicity or research, any photographs, video or audio taken of me during this session.

Full Name (Printed): _____

Signature: _____

Date: _____

Prebrief, Consent & Declaration

FLASH (Fast - Low fidelity - Ad lib - Simulation for - Healthcare)
In situ sim Project: Emergency Department NNUH
Participant feedback

1. Your clinical role

A. JCP B. AP
 C. Reser F1/F2 U1-U U1 & above Train 1st Consultant
 International medical graduate Train 1st/2nd grade
 D. SW E. sick
 F. Nurse G. Others (please specify) _____

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
2. Content of the session:					
A. Improved your understanding of the topic					
B. Increased your awareness to face a similar real encounter					
C. Was relevant to your practice					
3. Delivery of the session:					
A. The duration was adequate					
B. The scenarios felt real					
4. Compared to my other learning sessions (including other types of simulator sessions):					
A. This training should be routine					
B. I would recommend to others					

5. Please provide comments regarding this particular session:

A. **1 key learning point** for you was _____

B. **1 unanswered question** about that remains for you is _____

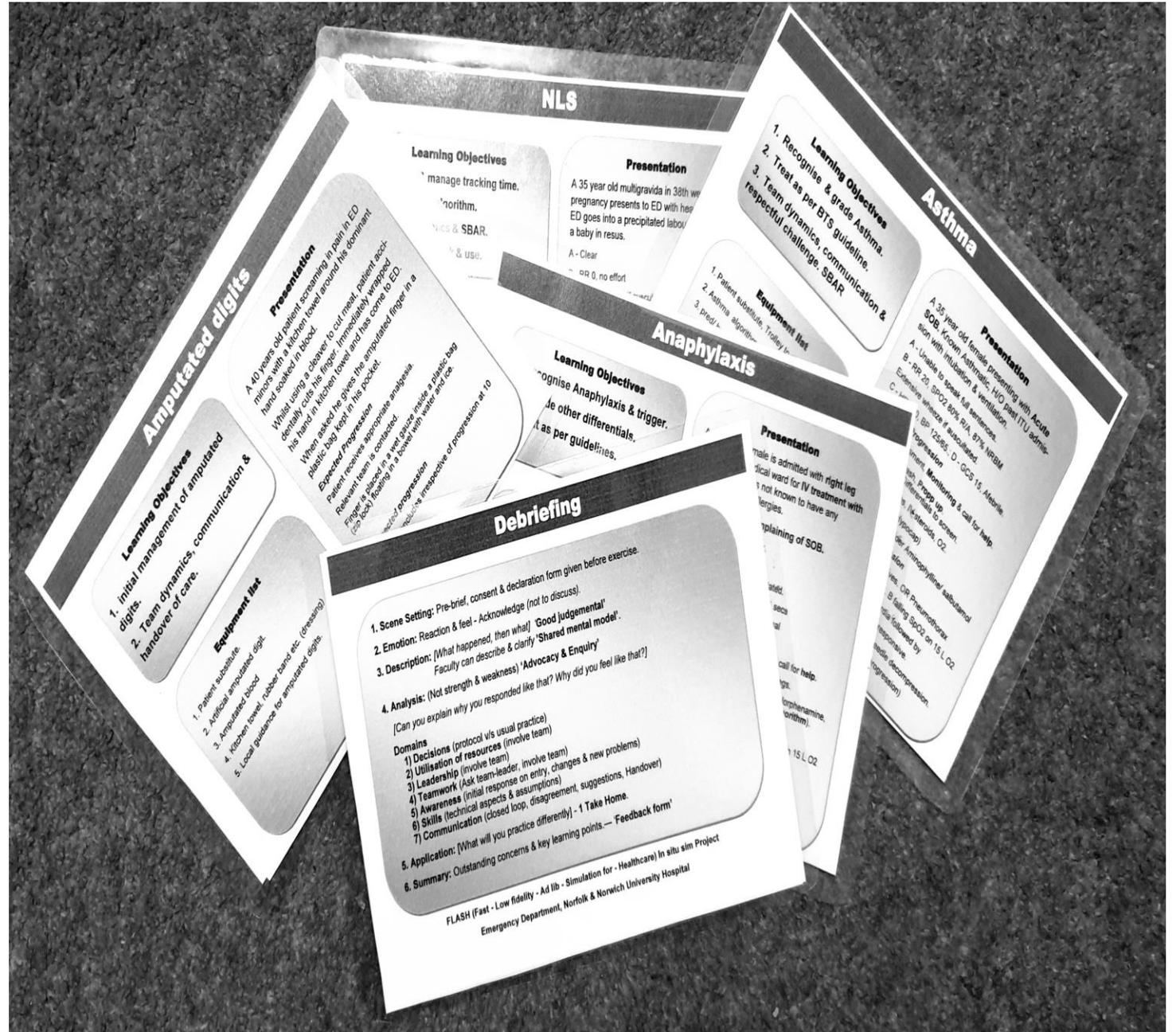
C. Other comments: _____

D. Do you think this activity disrupted for clinical work during your shift? Yes No N/A

Participant Feedback

Average running time
Around 20 minutes

Focus of feedback
Comparative Preference
Clinical Preparedness
Realism





Microsoft Teams interface for a channel named 'ED Sim'.

Members

Name	Title	Location
Owners (1)		
Olmo-Ferrer, Diego (N...	Consultant	Accident and Emergency
Members and guests (5)		
Taylor, Rebecca - ED (N...	Clinical Educator / Deputy Si...	Accident and Emergency
Beyenne, Adulis (NNU...	CT	General Surgery
White, Bethany (NNUH...	ED Lead Education Practice ...	Accident and Emergency
Lees, Helen (NNUHFT)	ADVANCE CLINICAL PRACTI...	Accident and Emergency
Mohammad, Rasheed (...	ST4	Accident and Emergency

Files

Name	Modified
1 PsychologicalSafetyDebriefing.pdf	May 25
2 simFacultyDevt framework.pdf	May 25
3 sim4qualityimprovement.pdf	August 6
4 Team efficacy.pdf	August 6
5 simulacrum.pdf	June 8
6. Thinking on your feet.pdf	June 29
9 Video - Appraising A Scientific Paper.mp4	August 6

YouTube video player showing a video titled "Appraising a scientific paper" by Dr Rasheed K M, MBBS MRCEM AFHEA.

youtube.com/watch?v=aJ-gvbtrw-Y&t=5s

Miro mind map showing notes from a meeting:

- 3 questions
 - Important to my patients
 - common in my practice?
 - clinically significant?
- 4 problems
 - Adverse effects
 - very rare issue
 - cost
 - Acceptance - belief/culture



Rasheed @rasheedkmd · 6 Jun
 #eoesim2020 Gist of our ongoing FLASH in-situ sim project @EDNNUH supervised by @dolmo76 @HJohnson2FSD hoping to deploy for @NHSHEE_EoE in future.

Poster no. 65 | June 6th 2020

Medical Education During COVID

FLASH (Fast - Low fidelity - Ad lib - Simulation for - Healthcare)

A busy multidisciplinary Emergency Department with varied educational needs, constraints of time, place & preparation compounded by changes in circumstances like the COVID-19 crisis called for a simple reproducible teaching design with focussed learning objectives deployed as impromptu short sessions. In-situ simulation scenarios facilitated using purpose-built cue cards & debriefing structures were run without altering the 'community of practice' aimed to facilitate recontextualization of learning to the real clinical environment as well as testing clinical pathways, human factors & latent system errors thereby narrowing the gap caused by situational adaptations. The ongoing project aspires to be replicated at other sites within East of England as a means to quantify participant perception of realism & preparedness.

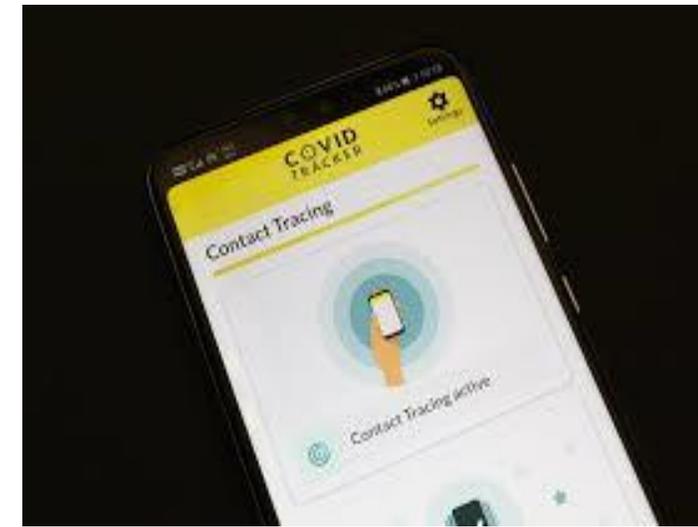
[@rasheedkmd](https://eoesim.eee.phs.uke.ac.uk/simuladlib)

- Average running time for one session is 20 minutes
- 100% of participants of these sessions have rated 'real life clinical preparedness' & 'simulation realism' as 'Agree' or 'strongly agree'



**Safety &
well being**

**Digital or virtual alternative
Address Inequity of access**



**Monitored
Track & trace**



COVID-19 toolkit for safe simulation in health and care

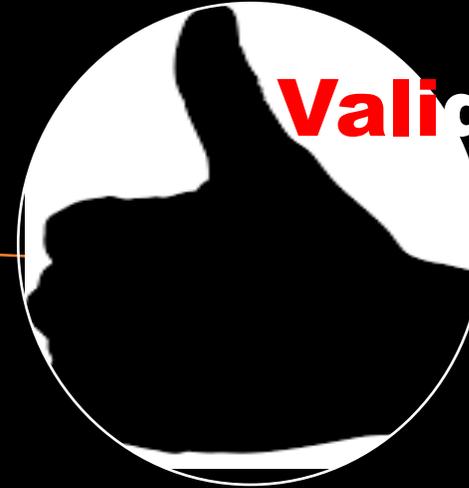
Guidance and principles of best practice in simulation – based education and training

Developed by Health Education England's Technology Enhanced Learning team - Simulation Programme

Looking Forward . . .



Collaborate



Validate



Resource

thanks.