Integrating simulation into curricula

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What’s your starting point ...

- Existing sim activities?
- Gaining traction and interest
- Dedicated spaces
- Support
Existing sim activities
(the UTS journey)

• Started with 3rd year UG BN:
  – deteriorating patient scenario
  – Critical care elective – trauma scenario

• UG paediatric
• PG periop / recovery room
• PG Advanced Clinical Practice
• PG neonatal
• UG and PG midwifery
Gaining traction and interest

• Pilot ideas with interested staff

• Demonstrate what sim can be ...

• Create own scenarios
  – Ownership & pride
  – Local context
  – Complements curricula or course content
  – INACSL standards / quality indicators (Arthur et al in press)
UTS sim activities – now ...

- Integrated sim throughout renewed BN curricula
- UG students = 1500
- 1\textsuperscript{st} year SIM week – 480 students
- 2\textsuperscript{nd} & 3\textsuperscript{rd} year MS
- 2\textsuperscript{nd} year paeds
- 3\textsuperscript{rd} year MH
- 3\textsuperscript{rd} year crit care
- Aged care

Midwifery curricula
Modeling practice
MSN Basic Life Support Simulation 1
Dedicated spaces

- Flexible / multipurpose
- Simple is as good and effective

- Have a plan ready to go ... when $ become available

Support

Management

– Be proactive

– Present ideas

– Regularly market achievements
Support

- Laboratory
- Technical
  - Simulation technician (engineering interns)
Sustainability

- Staff development
- Conferences / workshops
- Sharing resources
  - Pool of scenarios on LMS
- Inviting others to view work
- Show what is possible
• Functions under Simulation Australia
• Affiliated organisation of SSH
• Annual meeting

• Advise / project work with government bodies & colleges
• Global alliance ...
Questions

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Mental health

Hearing voices project
   Consumer led initiative – Arana Pearson
   UTS in partnership
   Mental health academics (Orr and Kellehear)
Recordings from voice hearers – MP3 players
Careful preparation, delivery and debriefing

Initially 120 students in submajor
Now all of 3rd year BN students = 500
Hearing voices - outcomes

• Dramatically increased empathy and insight

• Able to engage/ initiate a conversation

• Applicability across any clinical specialty
Mental health - Acting students

- Therapeutic communication skills
- Role play with colleagues
- Simulation with actors
Outcomes

• Insight into own behaviours
• Avoiding ‘stereotyping’
• Practicing clinicians – integrate into practice immediately
• Insight for actors
• DVD
  – educational resource for UTS
  – Artefact for actors portfolios
Interdisciplinary sim

• Pilot of final year nursing & medical students

• 2 scenarios

• After hours patient deterioration
How do you see the role of the doctor in collaboration with the nurse?

N4 (53) “The doctor and nurse working together. Currently I don’t see much happening and exercises like this makes us appreciate each others skills, acknowledging abilities”

M8 “Listen to nurses and other staff’s observations and concerns. Perform thorough assessment. Clearly delegate roles. Make orders clear”
Other UTS research

• Learning spaces design and use

• Modelling practice using DVDs
Other UTS research

- Sim as prep for practice – student, clinical facilitator, industry perspectives

- Contribution of sim to clinical judgement – for RN practice
  - Tanner’s model
  - Noticing, responding, interpreting, reflecting