

Enhancing High Risk Procedural Skills Training through Active Learning, Emerging Technology & Simulation

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- INTRO**
- The educational series integrates evidence-based procedure training with the review of applicable anatomy.
 - Series of need-based skills workshops to fit a variety of learners, promote competency, and improve confidence by embracing active learning principles, emerging technologies, and simulation.

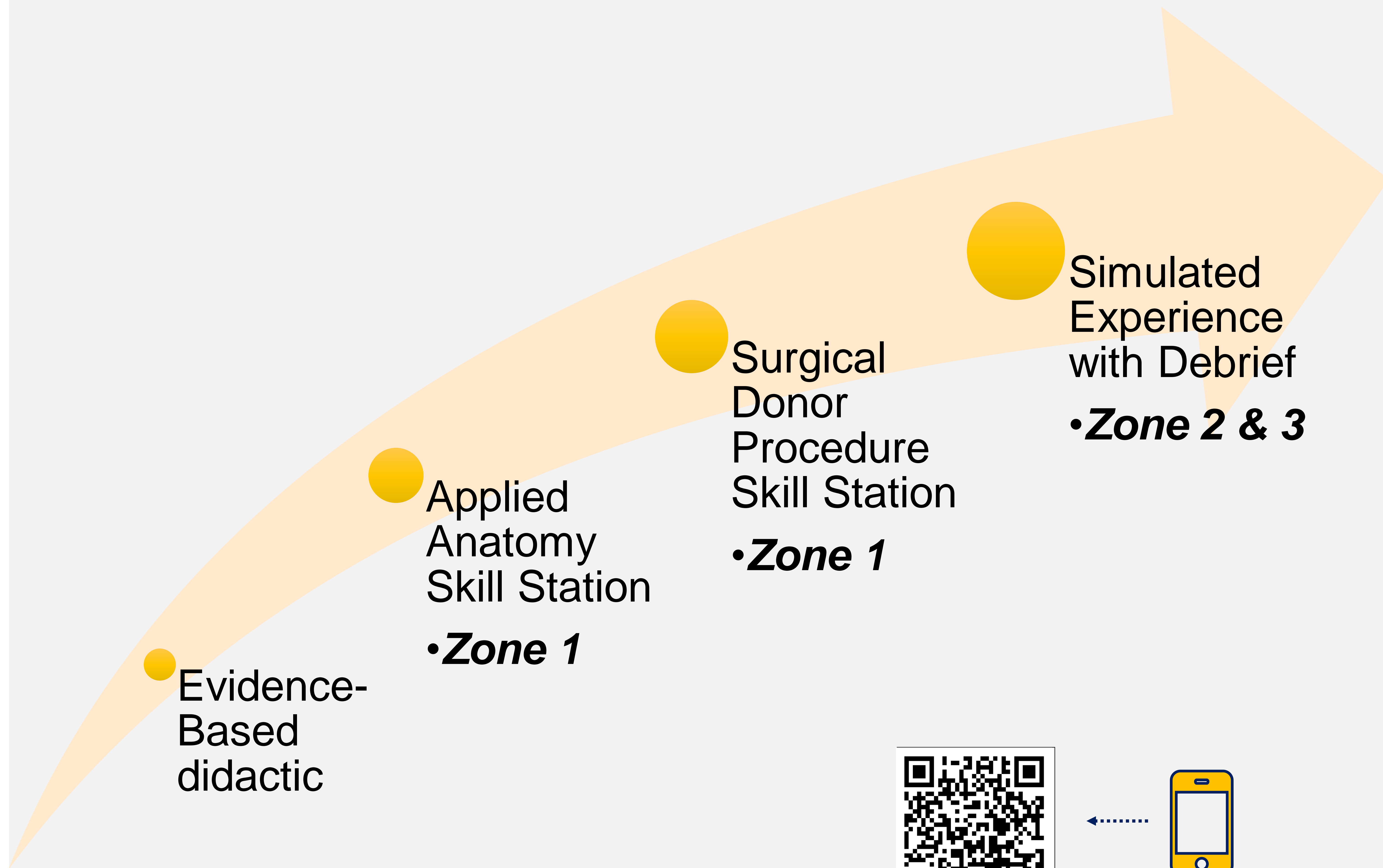
- METHODS**
1. Educational Model: Presentation → Demonstration → Practice → Feedback
 2. Activity Flow: Didactic Lecture → Virtual Reality Anatomy Review → Applied Anatomy Review → Procedure → Simulation

- RESULTS**
- All participants successfully demonstrated competency.
 - Survey Likert scales show the majority of participants found the simulation valid and transferable to patient care.
 - Participants felt more prepared and confident to perform the skill, and preferred learning with this educational structure and the surgical donor teaching model.

- DISCUSSION**
- The educational model was used for a variety of skills with the soft-embalmed surgical donor as a life-like teaching model to enhance participant confidence and establish competency. Surgical donor skill stations were successfully integrated with anatomical resources and simulation to provide a learning environment well reviewed by learners that improved their perceived confidence and ability to perform the procedure .

Educational model provides a **low stress environment** for in-the-moment **feedback** with **competency** checkoff.

Various modalities of high-fidelity simulation and debriefing provide a clear understanding of actions and the opportunity for reflection to **enhance future clinical performance.**



Take a picture to see event Site & Agenda

- AMMO BAR**
- Competency based
 - Intentional structure; EB didactic = learners UTD
 - Need based
 - Competency checklists & pre/post surveys
 - **Simulation** = low stress
 - Sim Skill Station = in-the-moment FB, low noise
 - Sim Scenario = uninterrupted with noise & distractors; intentional debriefing
 - Structured Sim (prebrief, debrief, guides)
 - Physical, conceptual & emotional fidelity
 - **Anatomical** Surgical donors via modified Thiel (soft) Embalming method provide realistic model
 - VR, AR, & prosections are models for applicable regional anatomy
 - Participants found sim valid & transferable to patient care, felt more prepared and confident to perform the skill, and preferred learning through this teaching model.
 - Improved perceived confidence and ability

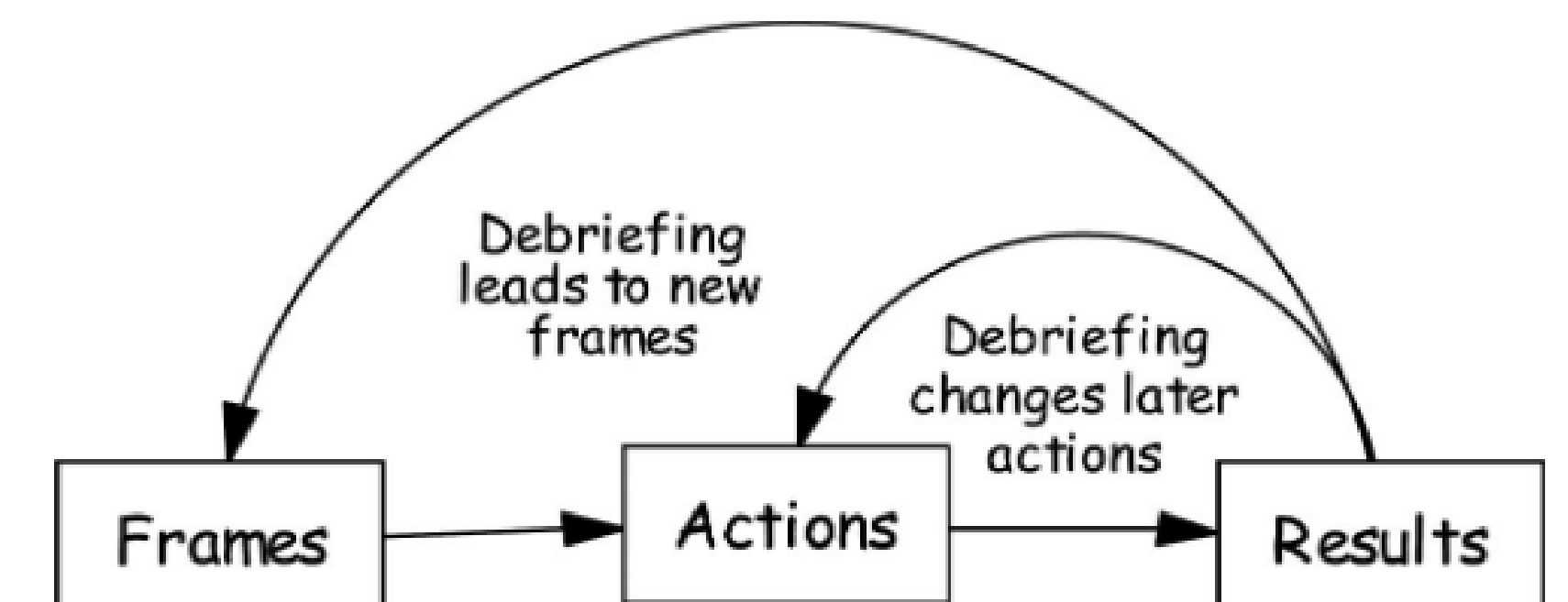


FIGURE 1. Frames are invisible, but inferable; they are in the mind of trainees and of instructors. Actions (including speech) are observable. Most results (e.g., vital signs, order/chaos) are also observable.