Immersive Learning Using The 'Simbulance' For Paramedic Students

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Introduction

Practical learning is intrinsically linked to healthcare efficacy. Fifty percent of our masters study is simulation based. It is crucial in providing us with the skills to become competent paramedics within a safe and controlled environment prior to clinical practice.

What is Simulation Based Learning?

- The 'Simbulance' is a fully equipped, functioning interior of a 'front-line' London Ambulance Service (LAS) ambulance. This is an invaluable tool for students to be exposed to "real" situations in a similar environment to their clinical placements with the LAS.
- Simulation Based Learning (SBL) bridges the gap between paramedic students' need for live patient exposure and patient safety.
- SBL presents a "safe" space to put theory into practice.
- Through immersive, scenario-based learning, students build confidence and self-efficacy in holistic patient interaction.
- SBL provides an opportunity to 'hot debrief' after scenarios; evaluating good clinical practice alongside areas for improvement, in an environment that is neutral and nurturing.

What does the literature say?

- A review from McGaghie (2010) suggests that integrating simulation into the curriculum and allowing for repetitive practice is associated with improved learner outcomes.
- McGaghie (2010) highlighted the importance of 'professional feedback' during or post-simulation.
- As reinforced by Epping and Cheng (2015), 'debriefing' is a means for students and tutors to identify and critically evaluate performance gaps with remediation through targeted instruction and self-study. "Hot Debrief" sessions following simulation training allow the students to hone in on acquired and aspired skills.

Conclusion

Simulation is an integral part of the MSc Paramedic Science course with the students committing countless hours over the two years.

The students will benefit from the Simulation Centre to be able to practice elements of care before they are out in an ambulance.

They will be exposed to stressful situations within the Simulation Centre to normalise a high-pressure environment.

At this point they will be in control of their emotions and can concentrate on their care to the patient.

UWL Green Family's comments

"A safe space to... reflect and debrief"

"A safe space to... prepare for frontline work"

"A safe space to... build emotional resilience"

"A safe space to... develop and improve"

"A safe space to... practise realistic scenarios and familiarise with frontline equipment"

McGaghie, W.C., Issenberg, S.B., Petrusa, E.R. and Scalese, R.J. (2010). A critical review of simulation-based medical education research: 2003-2009. Medical education, [online] 44(1), pp.50–63.

Eppich, W. and Cheng, A. (2015) 'Promoting Excellence and Reflective Learning in Simulation (PEARLS)', *Simulation in Healthcare: The Journal of the Society for Simulation in Healthcare*. doi: 10.1097/sih.0000000000000072.