



# Transforming the Healthcare Simulation Spectrum: Now, Next and Beyond

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## Fellowship Programme for Healthcare Simulation Educator: A Programme Report



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### Fellowship for Healthcare Simulation

Simulation based education (SBE) has been a well adopted methodology in healthcare education. During the pre-Covid-19 state, healthcare professionals has benefitted greatly from various funding schemes (e.g. Ministry of Health or Institutional Talent Development) for professional development towards the simulation educator role. The pandemic has put a halt to such developmental process and healthcare educators could attend only virtual versions of the overseas programmes. SBE advocates for experiential learning in which virtual faculty programmes are least favourable for acquiring facilitation skills. At Sengkang General Hospital (SKH), a SBE fellowship programme is offered to facilitate and sustaining the development of simulation educators. The aim is to engage, develop and connect healthcare educators to a local community of simulation practice network in Singapore, regionally and/or even internationally.

#### Simple Beginnings

Taking reference from the Society for Simulation in Healthcare (SSH), Accreditation Standards (SSiH, 2022), SIMS@SKH developed processes targeting to meet the standards of the fellowship domain in the areas of: (1) Program Infrastructure, (2) Program Resources, (3) Educational Activities (4) Scholarship, and (5) Program Evaluation and Improvement. Of these, SIMS@SKH paid close attention to educational activities in order to meet specific learning objectives that target at role development. Fellowship applicants must identify the need for fellowship and their role development objectives in order to benefit from and be successful in the programme. Scholarship is demonstrate through capstone project identified by applicants at the point of application. Structured documentation templates and learning resources are given to applicants to assist them in completing the capstone. Thoughtful planning on the duration of fellowship is crucial during the pandemic state owing to manpower exigencies. The scale of capstone is adjusted according to the duration of fellowship.

S/No.	Topics
1	Facility Operations
2	Equipment & Facility Design
3	Organisation Mission & Programme Development
4	Simulation Based Education
5	Debriefing Practices
6	Research in Simulation Based Education
7	Assessment in SBE
8	Course Administration
9	Course Evaluation
10	Capstone Project

Table 1: Sample Fellowship Content Structure for Simulation Educator

#### Structured Curricula for Fellowship

Fellowship curricula are structured to meet the learning needs of the 3 main roles in SBE – educator, operations and administration. References were made to the Society for Simulation in Healthcare (SSH) certification blueprints for Certified Healthcare Simulation Educator (CHSE) and Certified Healthcare Simulation Operation Specialist (CHSOS) as the fellowship programme also aim to develop educators to work towards excellence and be successful in the CHSE and CHSOS certification examinations.

During the 2-week fellowship programme, fellows are identified an area of focus in their education portfolio to construct education activities integrated with SBE. Fellows design the clinical programme, a simulation scenario to be used in the programme, design assessment tools, prepare and draft debriefing strategy and guide and plan for programme evaluation. Throughout the process of fellowship and capstone, fellows are guided by CHSE-A, CHSE and CHSOS qualified simulationists.

#### Reference

Society for Simulation in Healthcare (2022). Full Accreditation and Certification. Retrieved September 14, 2022, from <https://www.ssih.org/credentialing/accreditation/full-accreditation>

### Immersive Experience

The fellowship programme is structured to deliver nine (9) modules with a capstone project identified by the fellow (Table 1). The modules range from centre operations, SBE design, debriefing and assessment. The fellowship programme is currently attended by five (5) external local nurse educators. The duration is flexible and is determined according to the objectives of the fellows and their sponsoring institutions. Fellows are introduced to daily operations of the simulation centre; they are given full access to participate as faculty and work as a staff member in courses/events held at SIMS@SKH. Exposures in programme development, simulation design and participate in facilitating simulation and debriefing allowed fellows to immediately apply SBE concepts, explore strategies to meet learners' needs, practice SBE delivery in different learning environments (lab & in-situ) and develop practices as simulation educators.

The high level of engagements enabled fellows to work towards completing a capstone project that they can implement under their portfolio back in their sponsoring institution.

"It opens my mind, I will embed simulation activities into my courses when appropriate." (F1)  
"For teaching of the unit-based orientation that I am overseeing." (F2)



Figure 1: Facilitate - ICU Simulation In-Situ

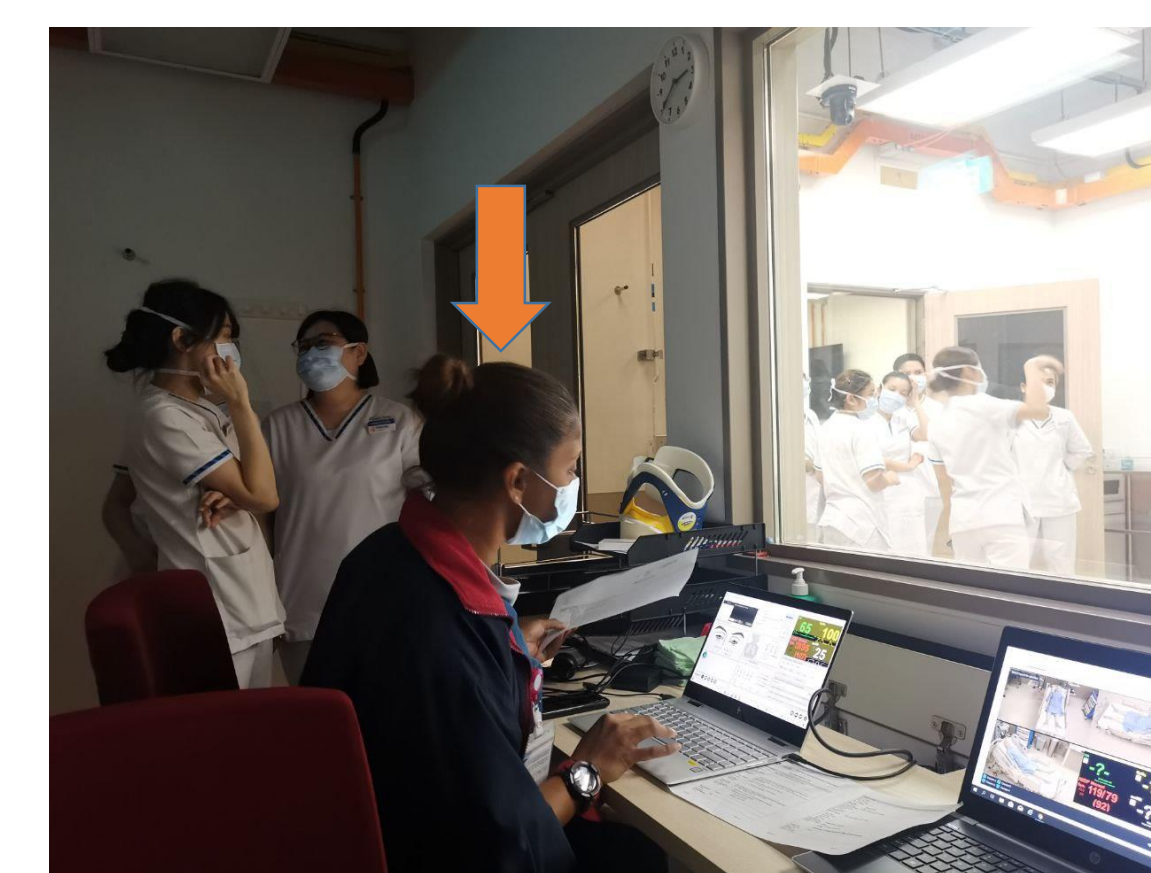


Figure 2: Simulation Facilitation

### Feedback from our fellows (on the programme & faculty) ...



#### Conclusion

There is a dire need for a local fellowship programmes since the impact (and the effects of) the global pandemic have on healthcare sector. Fellowship programmes offered by overseas institutions draws manpower away for an extended duration. Overseas attachments of shorter duration would not provide hands on practices and the immersive experience that the fellows would need for immediate application and assimilate their role as a simulation educator. The fellowship programme at SIMS@SKH is designed to meet the needs at institutional level and the fellows so that it sustain learning, skills acquisition, networking and possibility of forming a local base for simulationist talent resources and community of practice.