



ASPiH Virtual Conference 2020
‘Simulated Practice in Healthcare – the Next Decade’

Tuesday 10th November

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| 0830 | Registration / Logging in / Finding your way |
| 0900– 0910 | <p>Orientation of the conference</p> <p>Colette Laws-Chapman, Conference Director</p> |
| 0910– 0920 | <p>Opening remarks and welcome address</p> <p>Dr Makani Purva - ASPiH President</p> |
| 0920– 1005 | <p>Using Simulation to develop empathy</p> <p>Chairs: Colette Laws-Chapman, Sam McCormack, (Michael Money Penny)</p> <p>Professor Tracey Levett- Jones – Professor of Nursing Education University of Technology, Sydney</p> <p>In healthcare, empathy is considered a basic component of therapeutic relationships and a critical factor in patients’ definitions of quality care. More than 200 studies have demonstrated the positive impact of empathic healthcare interactions on patient outcomes [1]. While it is reasonable to assume that most healthcare professionals have an empathic disposition, healthcare reports too often describe patient</p> |

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| | <p>experiences that portray the antithesis of empathy - indifference, neglect, callousness, cruelty, and dehumanization [2]. Further, healthcare professionals who practice without empathy are themselves at risk of depression, burnout and attrition.</p> <p>To address these concerns, a range of educational initiatives have been implemented. Among these, a growing body of evidence suggests that experiential simulations where learners are asked to literally stand in the patient’s shoes appear to be the most effective approach for teaching empathy [3]. These ‘point-of-view’ simulations create a unique vantage point from which learners can see the world through the eyes of another person in order to gain new insights into their feelings, perspectives, and experiences [4].</p> <p>Against this backdrop we developed the Virtual Empathy Museum, an innovative digital resource that includes evidenced-based teaching materials such as simulation activities and digital stories designed to enhance healthcare students’ and practitioners’ empathy skills and enable them to make a positive impact on patient care.</p> <p>This presentation will introduce the Virtual Empathy Museum with a particular focus on the relationship between empathy and patient outcomes and how simulation-based learning can be used to enhance healthcare professionals’ empathy skills.</p> | | | | |
| 1007-1052 | <p style="text-align: center;">Future of HealthCare – Learning from Excellence and COVID19 Chairs: Carrie Hamilton, Helen Higham, (Luke Nash)</p> <p style="text-align: center;">Dr Adrian Plunkett - PICU Consultant, Birmingham Children’s Hospital</p> <p>Learning from Excellence is a strengths-based approach to safety and quality improvement. In this presentation, I will explain the philosophy and practice of Learning from Excellence. I will also cover a brief review of the evidence to support this approach as a complementary approach to safety and quality improvement. I will share my reflections on my experiences of working during the COVID first</p> | | | | |
| 1052-1132 | <p>Refreshment Break, Exhibition, Poster Gallery and Online Networking</p> | | | | |
| 1132-1232 | <p style="text-align: center;">e-Poster presentations (1) Chairs: Mike Morrow, Bronwyn Reid-McDermott, (Alan Gopal)</p> | <p style="text-align: center;">The Research Studio: Dissecting a manuscript to learn about research Chairs: Guillaume Alinier, Michael Moneyppenny</p> | <p style="text-align: center;">Oral presentations (1) Chairs: Andy Buttery, Olivia Charlton, (Carrie Hamilton)</p> <p style="text-align: center;">In Situ Simulation for General Practice Staff is a better preparation for meeting medical</p> | <p style="text-align: center;">Advanced Debriefing: Applying Learning to Practice Chairs: Chris Attoe</p> <p style="text-align: center;">Peter Jaye – Director of Simulation, King's Health Partners (KHP)</p> | <p style="text-align: center;">Science Council Workshop – An introduction to Professional registration: Benefits, CAP and an examination of the 5 requisite competencies</p> |

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| | <p>Multiprofessional Airway Training: A Crucial Component of Safe Teamworking in Obstetrics – Matthew Aldridge, University Hospitals Bristol And Weston Nhs Foundation Trust</p> <p>Using in situ simulation to manage changes to an emergency department's processes during the COVID-19 pandemic – Andrew Blackmore, Hull University Teaching Hospitals NHS Trust</p> <p>“Voiceless” Team Communication Drill in the Emergency Department – Sandeep Jutla, Leicester Royal Infirmary</p> <p>Face to face cross skilling of doctors during the COVID-19 Pandemic – Lesley Milne, North Bristol NHS Trust</p> | <p>Debra Nestel- Editor in Chief, BMJ Simulation & Technology Enhanced Learning (STEL)</p> <p>Paul Murphy- Senior Lecturer in Simulation & Arts Intervention, Drama, School of Arts, English and Languages, Queen's University Belfast, Associate Editor, BMJ Simulation & Technology Enhanced Learning</p> <p>Kimberly Leighton, PhD, RN, CHSE, CHSOS, ANEF, FAAN Executive Director Itqan Clinical Simulation and Innovation Center</p> <p>Niamh McLaughlin</p> | <p>emergencies than traditional Basic Life Support training – Petronelle Eastwick-field and Jo Lawrence, Royal Berkshire NHS Foundation Trust</p> <p>Team skills development using a Gamified Virtual Reality "VR Team Talk" workshop – Tod Guest, Torbay Hospital</p> <p>Using Translational Simulation To Train Novel ‘Mobile Emergency Rapid Intubation Teams’ During The COVID-19 Pandemic – Swati Gupta and Emma Joynes, North Bristol NHS Trust</p> <p>Parents’ Experience of ‘Our Baby & Us’ – Simulation-based Education for Parents on a Neonatal Intensive Care Unit - Sebastian Brown, Birmingham Women's and Children's NHS Foundation Trust</p> | <p>Gabriel Reedy – Education & Research Lead, Simulation and Interactive Learning Centres (KHP)</p> <p>Colette Laws-Chapman – Deputy Director of Simulation, Guys & St Thomas</p> | <p>Chairs: Sam McCormack, Donna Major Caren Reid (James Nicholson)</p> <p>Laurence Dawkins - Hall -Applicant support Mentor, Science Council, Teaching technician, Cancer Centre, University of Leicester</p> |
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| | <p>Simulation in the Classroom - An anaphylaxis teaching package for children in senior school – Heidi Swinhoe, University Of Birmingham</p> <p>Using Fully Immersive Simulation to Practice Recognising and Treating the Deteriorating Patient – Ciaran Walsh</p> <p>Surprise in Simulation Scenarios: Essential or Status Quo? – Sarah Willaimson, Royal Brompton and Harefield NHS Foundation Trust</p> <p>GP Sim- Primary care emergency simulations in-situ for clinical and non-clinical staff. A years experience – Tim Mason, Royal Devon And Exeter NHS Foundation Trust</p> | | | | |
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| 1232-1332 | Lunch Break, Exhibition, Poster Gallery and Online Networking |
| 1332–1352 | <p style="text-align: center;">Affiliate Report : Association of Standardized Patient Educators Chairs: Carrie Hamilton, Helen Higham</p> <p style="text-align: center;">Valerie Fulmer - Immediate Past President , Association of Standardized Patient Educators and Director, Standardized Patient Program, University of Pittsburgh, School of Medicine</p> <p style="text-align: center;">In this brief presentation, Immediate Past President of ASPE, Valerie Fulmer, will summarise the mission and vision of ASPE. Valerie will update ASPIH members on advances in ASPE online curricula development and lessons learned in SP simulation practice during COVID-19 . Growth of international outreach via ASPE SOBP translations will also be discussed.</p> |
| 1354-1441 | <p style="text-align: center;">Work as imagined & work that was done at the Nightingale hospitals Our perspectives then and now Chairs: Colette Laws-Chapman, Michael Money Penny, (Luke Nash)</p> <p style="text-align: center;">Bryn Baxendale – Consultant Anaesthetist, Nottingham University Hospitals NHS Trust & HEE TEL Simulation Lead</p> <p style="text-align: center;">Julie Combes - HEE Programme Lead, London Transformation and Learning Collaborative (LTLC)</p> <p style="text-align: center;">Nicki Credland – BACCN Chair, Nightingale Harrogate Education Lead, Senior Lecturer and Head of Department, University of Hull</p> |
| 1443-1451 | <p style="text-align: center;">ASPIH AGM Chairs: Makani Purva, Donna Major, Guillaume Alinier, Ann Sunderland, Mike Morrow, Michael Money Penny</p> |
| 1453 - 1503 | <p style="text-align: center;">Patient Partnerships - Involvement Chairs: Carrie Hamilton, (Helen Higham)</p> |

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| | <p>In this session, we will be focussing on patients and service users and their involvement and potential involvement in 'Simulation Based Education' in healthcare. We welcome Roger Batterbury (Chairperson Healthwatch Portsmouth) and Julie Miller (Council of Governors, Hampshire Hospitals NHS Trust and Dorset Area Co-ordinator for Chrysalis #genderidentitymatters) to the stage where will hear their perspectives. Collaborative relationships with communities, including patients and carers are fundamental; after all patients are at the very centre of the healthcare that we deliver.</p> <p>Collaborative relationships through simulation can be through translating patient and carer experiences by co-production of simulation learning events, through service user facilitation or through shaping policy documents and guidance into meaningful scenarios.</p> <p>We look forward, very much, to welcoming Roger and Julie, continuing our belief at ASPIH, that patient involvement and participation is at the heart of what we do.</p> |
| 1505–1530 | <p style="text-align: center;">Breathing/relaxation session</p> <p style="text-align: center;">Lorraine Close</p> <p>Join us for a live seated meditation and breathing practice focussed on activating the parasympathetic nervous system and reminding us to stay present and focused.</p> <p>It's easy to feel overwhelmed by things we have little control over and this practice will help you to regulate, find steadiness and remember that we are all doing our best</p> |
| 1505–1530 | <p style="text-align: center;">Unfold Pilates</p> <p style="text-align: center;">Wellbeing / break with Kay Lockett</p> <p>Take some time to step away from your desk to move, stretch, strengthen, focus, ease back & neck pain, release tension, reduce stress, relax and breathe.</p> <p>In this short and simple Pilates class we will mobilise stiff spines and ease all aches caused from sitting hunched over your computer for hours.</p> <p>Pilates is wonderful for promoting good posture, strengthening the back and core muscles, mobilising your joints, stretching out tight muscles and will help you feel energised, focused and a little taller.</p> <p>No fancy equipment or clothing required - all you need is:</p> |

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| | <ul style="list-style-type: none"> • A small safe space to move (somewhere you can stand, send your arms out either side and not hit anything and to lie down. <ul style="list-style-type: none"> • A yoga / gym mat if you have one, or a towel / blanket to lie on the floor • Wear comfy clothes for moving / stretching in (not tight jeans) - and you will be barefoot or in socks • Position your laptop / computer / webcam / phone screen somewhere you can see it when you are standing facing the camera and preferably side-on when lying down depending on space as you don't want to strain your neck when watching). I will be giving verbal instructions as well as demonstrating the exercises. <p>No experience necessary - this session is suitable for all abilities and fitness / flexibility levels - please don't worry if you have never done Pilates before - the exercises will be simple to follow.</p> <p>Please listen to your body while exercising and be mindful of any injuries / conditions you may have. This session is not suitable if you are pregnant.</p> <p>Any concerns or questions please do let me know at the start of the class.</p> | | | | |
| 1530-1600 | Refreshment Break, Exhibition, Poster Gallery and Online Networking | | | | |
| 1600–1700 | <p style="text-align: center;">e-Poster presentations (2)</p> <p style="text-align: center;">Chairs: Ann Sunderland, Sam McCormack</p> <p style="text-align: center;">The use of Simulation Based Mastery Learning for Donning and Doffing Personal Protective Equipment: Effective Training for Multidisciplinary Health</p> | <p style="text-align: center;">Oral presentations (2)</p> <p style="text-align: center;">Chairs: Carrie Hamilton, (Bronwyn Reid-McDermott)</p> <p style="text-align: center;">Simulation@Distance - Exploring Remote Alternatives to Traditional Clinical Simulation Training – Eli Gumble, Great Ormond Street Hospital NHS Foundation Trust</p> | <p style="text-align: center;">Oral presentations (3)</p> <p style="text-align: center;">Chairs: Chris Attoe, Luke Nash</p> <p style="text-align: center;">Reliability and feasibility of the Team Emergency Assessment Measure (TEAM) for self- and external rating of teamwork in paediatric interprofessional simulation – Eva Wooding,</p> | <p style="text-align: center;">Ergonomics & healthcare Workshop</p> <p style="text-align: center;">Chairs: Helen Vosper and Bryn Baxendale</p> <p style="text-align: center;">Michael Moneypenny – Consultant, Forth Valley Royal Hospital & ASPIH President Elect,</p> <p style="text-align: center;">Al Ross - Senior Lecturer in Human Factors in Healthcare, University of Glasgow</p> | <p style="text-align: center;">Use of Prosthetics Within Moulage Workshop</p> <p style="text-align: center;">Chairs: Caren Reid, Olivia Charlton (James Nicholson)</p> <p style="text-align: center;">Rebecca Frankland- Creative Director, Bloody Realistic</p> |

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| | <p>Care Workers – Robyn Anderson and Julie Doverty, NHS Forth Valley</p> <p>Utilising In-Situ Simulation and Failure Modes and Effects Analysis Techniques to prepare a Maternity Hospital and Neonatal Intensive Care Unit for Preterm Delivery via Emergency Caesarean Section in a Pregnant Woman with Suspected Covid-19 - Sebastian Brown, Birmingham Women's and Children's NHS Foundation Trust</p> <p>Can simulation fill the gap in transgender medical education for healthcare professionals? – Daniella Kostic and Nitika Kaushal Dartford and Gravesham NHS Trust</p> <p>Elective Simulation for Undergraduate Nurses – Kirsty Harris,</p> | <p>Designing and Implementation of an audio/visual system for remote simulation Via Microsoft Teams – Michael Johnson, Nottingham Universities Hospital Trust</p> <p>Teaching communication skills in the Covid-19 era: An online workshop for medical students – Rebecca Johnston, Whittington NHS Trust</p> <p>Virtual Sim- remote 360° Simulation and debrief – Tim Mason, Royal Devon and Exeter NHS Foundation Trust</p> | <p>Royal Devon and Exeter Hospital</p> <p>Intensive Interprofessional ED Team Simulation for COVID-19 Preparedness – Mayada Elsheikh, Leeds Teaching Hospitals</p> <p>Simulating a Covid-19 patient journey through a teaching hospital: lessons learnt – Mark Rowson, St Helens & Knowsley Teaching Hospitals NHS Trust</p> <p>Simulation from a Distance. An online simulation programme for final year medical students – Zoe Wellbelove, Hull University Teaching Hospital</p> | <p>Paul Bowie, Programme Director (Safety & Improvement) NHS Education for Scotland and Honorary Professor Institute of Health and Wellbeing University of Glasgow</p> | |
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| | <p>University of Portsmouth</p> <p>Closing the loop to break the ice: improving communication through fun introductory activities – Ashley Holt, NHS</p> <p>The introduction of simulation software – the student view – Gaynor Lawson Jones, University of Hertfordshire</p> <p>Evaluating the differences in cognitive load and emotional states during simulated paediatric scenarios both with and without a preparation phase – Carl Leith Van Heyningen, Royal London Hospital</p> <p>Developing digital simulation: from design and testing to piloting remote delivery – Owen O'Sullivan,</p> | | | | |
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| | <p>South London and Maudsley NHS Foundation Trust</p> <p>Ginty's Goggles – Use of 360-degree Virtual Reality video for the identification and prevention of pressure ulceration – Jordan Tsigarides, Norfolk and Norwich University Hospital</p> <p>Using 'mini-sim' training to upskill a whole department in the emergency management of a blocked paediatric tracheostomy tube – James Pitts, NHS</p> | | | | |
| 1702-1712 | <p>Closing remarks Colette Laws-Chapman</p> | | | | |
| | <p>Break</p> | | | | |
| 1930–2030 | <p>The ASPiH 2020 Virtual Celebration and Quiz - All Welcome – Bring a cuppa or a cocktail and join in the fun</p> | | | | |

Wednesday 11th November 2020

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| 0800 | Exhibition, Poster Gallery and Online Networking |
| 0900-0910 | <p>Welcome & housekeeping Colette Laws-Chapman</p> |
| 0910-1000 | <p>Developing a national vision for simulation and immersive learning technologies in health and care Presented by representatives from Health Education England’s Technology Enhanced Learning (HEE TEL) Simulation and Immersive Learning Technologies Programme.</p> <p>Chairs: Guillaume Alinier, Colette Laws-Chapman, (Molly Hayle)</p> <p>Dr Neil Ralph - Head of Technology Enhanced Learning (TEL), Health Education England (HEE)</p> <p>Professor Bryn Baxendale – Consultant Anaesthetist, Nottingham University Hospitals NHS Trust & HEE TEL Simulation Lead</p> <p>Chris Munsch - Clinical Advisor, HEE TEL</p> <p>Sukie Shinn - Project Manager – National Simulation Programme, HEE</p> <p>Dr Abison Logeswaran - Senior Registrar, Moorfields Eye Hospital and TEL Digital Topol Fellow</p> <p>Richard Price - Learning Technologies Advisor, HEE TEL</p> <p>HEE has a strong track record of supporting the role of simulation and immersive learning technologies in the education and training of our current and future workforce. This has previously focused on describing a quality framework that helps shape this approach using several key principles, with an aligned series of toolkits (currently being finalised) to underpin how these principles can be achieved in practice.</p> |

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| | <p>The next phase of work has involved broadening this vision to consider how the application of these techniques and technologies can benefit wider policy and strategy goals in health and care, by referring to key publications and engagement of stakeholders. This phase has a number of key aims:</p> <ol style="list-style-type: none"> 1. To promote and strengthen the dialogue between different system and stakeholder organisations, networks, and communities to enable and evaluate opportunities for sharing intelligence and innovation 2. To provide a platform for communication, co-ordination, and collaboration on common themes of work across professional, organisational, and geographic boundaries 3. To describe the key principles for evaluation and generation of evidence of impact at scale for simulation and immersive learning technology programmes in health and care. <p>This panel symposium will provide an update on the key aspects of work being led by HEE TEL that support this strategic vision being implemented. This will be followed by an open discussion with the audience to explore how the simulation and immersive technology community can engage and benefit at a local level or within specific, existing networks and programmes.</p> |
| 1000-1027 | <p style="text-align: center;">Harnessing COVID-19: Reflections of the simulation community Chairs: Guillaume Alinier, Colette Laws-Chapman, (Molly Hayle)</p> <p style="text-align: center;">Dr Gabriel Reedy – Education & Research Lead, Simulation and Interactive Learning Centres (KHP)</p> <p style="text-align: center;">Professor Bryn Baxendale – Consultant Anaesthetist, Nottingham University Hospitals NHS Trust & HEE TEL Simulation Lead</p> <p>COVID-19 has had a significant impact on how healthcare is accessed and delivered. It is also influencing how education and training is being provided for the whole health and care workforce, which includes the use of simulation and immersive learning technologies. HEE TEL commissioned a qualitative study to gather and synthesise reflections of a representative selection of simulation educators and managers, network leads and practitioners that explored their experiences of how the simulation community responded to the onset of the pandemic. This highlighted a few themes worthy for consideration as the pandemic continues to exert its influence on education and training for the current and future workforce.</p> <p>This session will offer a summary of key findings from this study before asking participants to consider the following questions in relation to changes in educational practices because of the pandemic:</p> <ul style="list-style-type: none"> • What adaptations and innovations have been introduced or are being piloted in your educational practice? |

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| | <ul style="list-style-type: none"> What aspects of education and learning for your students or staff might be strengthened, weakened, or lost? <ul style="list-style-type: none"> How will we know? And when will this become apparent? <p>Outputs from this session will be shared with relevant stakeholders and contribute to future discussions and plans linked to the national strategic vision.</p> | | | | |
| 1027-1107 | Refreshment Break, Exhibition, Poster Gallery and Online Networking 11:00- 11:02 – Act of Remembrance: Two minute silence | | | | |
| 1107-1207 | <p>e-Poster presentations (3) Chairs: Carrie Hamilton, Michael Money Penny, (Olivia Charlton)</p> <p>Developing digital simulation: faculty reflections on actor development – Anita Bignell, Maudsey Learning</p> <p>Video Introduction for Simulation – Anxiety, Performance and Motivation – Mark Carroll, Colchester Esneft</p> <p>Use of remote simulation to develop undergraduate physiotherapy students' skills in assessing the</p> | <p>Journal club: What are the Editors-in-Chief of @STEL_BMJ and @ClinSimNursing talking about? Chairs: Mike Morrow, Guillaume Alinier</p> <p>Debra Nestel - Editor in Chief, BMJ Simulation & Technology Enhanced Learning (STEL)</p> <p>Nicole Harder</p> | <p>Oral presentations (4) Chairs: Ann Sunderland, Caren Reid, (Molly Hayle)</p> <p>PSSST!: Using a patient-specific simulated systems test (PSSST) to review system performance and latent safety risks when assessing and planning an individual patient-specific pathway, improving patient and hospital outcomes – Frances Louise Hanlon, University Hospitals Bristol and Weston Simulation Services</p> <p>The use of simulation ward teaching model to promote undergraduate nursing students' clinical competence - Veronica Suk Fun Lam,</p> | <p>Oral presentations (5) Chairs: Chris Attoe, Sam McCormack</p> <p>Where Do We Start? – A Framework for Paediatric Multi-Professional In-Situ Simulation – Catherine Douch, The Royal London Hospital</p> <p>Embracing Virtual Simulation Based Education: Using Virtual Simulation to Support Young People Who Face Social Inequalities to Pursue Careers in Medicine – Laura Harrison, University Hospitals Bristol & Weston NHS Foundation Trust</p> | <p>iRIS Simulation Authoring Platform: Scenario Development across HEESW Chairs: Andy Buttery, Colette Laws-Chapman</p> <p>Gary Taylor - Business Development Director iRIS Health Solutions Limited</p> <p>Dr Dan Freshwater-Turner - Bristol University Medical School and HEESW</p> <p>Dr David Grant, Bristol University Medical School</p> |

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| | <p>acutely ill patient – Laura Evans, Nottingham University Hospitals NHS Trust</p> <p>In-situ Interprofessional Simulation - 'LeedsEDSim' Debriefing Process – Catherine Holmes, Calderdale and Huddersfield NHS Trust</p> <p>Genital Exam Education and Instruction: Lowering Anxiety and Raising Competence – Isle Polonko, Clinical Practice Resources For Training and Education</p> <p>Simulation of Endoscopic Emergencies – Amelia Thorpe, Nottingham University Hospitals</p> <p>A simulation pilot study: evaluation of the impact on both clinical and non- clinical skills for newly qualified Physician Associates – Bryony Torble,</p> | | <p>The University Of Hong Kong</p> <p>OB-SIM: The impact of a multidisciplinary in-situ simulation of obstetric anaesthetic emergencies – Lucy Liu, Homerton University Hospital</p> <p>SBE, SOPs and COVID-19: Using simulation-based education (SBE) to facilitate the development of paediatric COVID-19 standard operating procedures (SOP) - Frances Louise Hanlon, University Hospitals Bristol and Weston Simulation Services</p> | <p>Stereotyping of healthcare professionals' personality traits in simulation training – Ben Tyas, Health Education North East</p> <p>Human Factors and Ergonomics in the COVID19 Era - Learning from ICU, COVID Wards and ED through the application of the (SEIPS) Systems Engineering Initiative for Patient Safety Model – Gill Smith, Northern Health and Social Care Trust</p> | |
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| | <p>Leeds Teaching Hospitals NHS Trust</p> <p>Pioneering Education in a Pandemic – A Rapid Response Unit Approach – Laura Troth, Hereford County Hospital</p> <p>The Virtual Near-Peer Teaching Programme Successes are Comparable with Traditional Classroom Teaching; a Junior Doctor Perspective – Aaliya Uddin, Basildon and Thurrock University Hospital, Mid and South Essex NHS Foundation Trust</p> <p>Simulated Anaesthetic Scenarios: A novel approach to improve access to anaesthetic simulation training – Jessica Wiggins, Royal Bournemouth and Christchurch Hospitals NHS Foundation Trust</p> | | | | |
| 1209-1229 | <p align="center">GIG XR - Sponsored Symposium</p> <p align="center">Training With Standardized Patients in The Age of COVID: Empowering Remote And Socially Distanced Teaching Environments through Holographic Technology</p> | | | | |

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| | <p>Garry Putland, VP of Global Sales, GIG XR</p> <p>Join Garry Putland from <u>GIGXR</u>, a leader in extended reality healthcare training, to learn how holographic patients are providing safe, effective and deeply engaging simulation training scenarios for in-person and for remote and socially distanced learning environments. Attendees will learn about HoloPatient Remote, GIGXR's mixed reality patient pathology application, while exploring the impact on how this type of cutting-edge, clinical training technology has proven to greatly improve learning outcomes for students, while also maximizing fiscal and physical resources for institutions.</p> |
| 1229-1302 | <p>Refreshment Break, Exhibition, Poster Gallery and Online Networking</p> |
| 1302-1347 | <p>Virtual and actual conversations - adapting to our new world with simulated patients Chairs: Mike Morrow, Gabriel Reedy</p> <p>Carrie Hamilton - Director of Education at SimComm Academy, Senior Lecturer in adult nursing at Portsmouth University</p> <p>There is something that uniquely connects us as humans – that is the capacity to empathise, to show compassion and importantly, be able to communicate. Communication is a complicated thing. Even though we have had years to practice, it seems we can still get it wrong and yet, at other times get it right. This presentation will encourage the audience to explore the broad scope of Simulated Patient / Actor Role Player (SP) engagement, specifically in relation to communication skills practice. It will consider the ethical implications of working with SPs and also with service users, patients and carers. An evidence base repository, simulation standards and issues around training and quality will be covered, within both actual and virtual educational contexts.</p> |
| 1347-1407 | <p>Broadening Our Horizons Beyond the UK Chairs: Makani Purva, Donna Major, Michael Money Penny</p> <p>Panel Discussion with the President of ASPiHUK & Simulation Society of India</p> |
| 1409-1457 | <p>Becoming expert in a changing world Chairs: Andy Buttery, Chris Attoe (Colette Laws-Chapman)</p> <p>Professor Roger Kneebone, Imperial College London</p> <p>This keynote explores the pathway to becoming expert and asks how simulation can address the 'doing' of clinical practice - those embodied skills and sensitivities that cannot be captured in words alone.</p> |

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| | <p>The session draws on Kneebone’s longstanding fascination with professional domains outside medicine. It shows how insights from artists, performers and craftspeople can enrich our understanding of clinical care. Drawing on his book Expert: Understanding the Path to Mastery (Penguin, publication August 2020), Kneebone will show how tailors, fighter pilots, magicians and musicians can open new perspectives on the consulting room and the operating theatre.</p> <p>The keynote will end by addressing the role of simulation in these extraordinary times and considering the implications of remote learning in a time of pandemic upheaval.</p> |
| 1457-1517 | <p>Conference Poster & Paper awards and closing remarks</p> <p>Colette Laws-Chapman</p> |