



AUSTRALASIAN COLLEGE
FOR EMERGENCY MEDICINE

ACCREDITATION GUIDELINES

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SPECIAL SKILLS PLACEMENT - SIMULATION

1. PURPOSE AND SCOPE

The purpose of these guidelines is to outline the minimum criteria for accreditation of a Special Skills Placement Category A for Simulation. This should be read in conjunction with the Medical Education Special Skills Placement Accreditation Guidelines.

2. SUPERVISOR

The principal supervisor should have significant experience in medical education using Simulation. A post-graduate qualification in education is desirable.

3. PLACEMENT STRUCTURE

The placement can be undertaken at 0.5 FTE to 1.0 FTE. It should be recognised that differing placement lengths may determine differing learning objectives and duties.

4. DEMOGRAPHICS

The department or unit in which the trainee will work will be able to demonstrate a sufficient infrastructure for the conduct of simulation medicine. It is desirable that the placement is linked to a recognised simulation centre.

5. LEARNING OBJECTIVES

Learning objectives will include, but are not limited to, the following:

- Understanding educational principles
- Gain knowledge and skills in various methods of education delivery within the simulation environment
- Develop experience in teaching a range of participants
- Develop expertise in using medium and / or high fidelity simulation equipment
- Develop experience in teaching non-technical skills
- Understand the principles of crisis resource management and human factors
- Gain knowledge and skills in debriefing and feedback
- Understand the principles of assessment

6. ACTIVITIES / DUTIES

The activities/duties that a trainee undertakes within a simulation placement must reconcile with the set learning objectives for the placement. For each learning objective, there should be documented activities/duties being undertaken in order for the trainee to achieve the objective.

The trainee will receive formal instruction with respect to many of the learning objectives via:

- undertaking a recognised simulation course – firstly as a participant and then as a facilitator
- receiving education from the placement supervisor (or equivalent) – demonstrated by a set curriculum and teaching program

The trainee will undertake and largely complete one of the following during the placement:

- development of a simulation educational module
- a specific project related to simulation

7. SUPERVISION AND ASSESSMENT

Regular contact with the placement supervisor is required throughout the placement (e.g. weekly meetings).

For each activity/duty being undertaken to achieve a certain learning objective, it should be clear as to how it will be assessed that the trainee has successfully met the objective during the placement.

An initial orientation meeting at the start of the placement is required to ensure the trainee understands the learning objectives, how they will be achieved and how they will be assessed as being met. A mid-placement assessment is required to review the progress with respect to this.

7.1 Learning Portfolio

The trainee is required to maintain a Learning Portfolio in which all learning outcomes are documented in the ACEM Learning Needs Analysis (LNA). The trainee describes the activities they will perform to achieve the learning outcomes during their placement. In addition, the following should be included in the LNA:

- a list of educational sessions delivered and/or attended
- a list of supervisor meetings
- any other related activities
- a copy of any research or project(s) performed

At the end of the placement, the supervisor will sign off that the trainee's LNA has been reviewed and displays sufficient evidence that all learning objectives have been attained, as evidence for successful completion of the placement.

7.2 In Training Assessment (ITA)

An in training assessment must be completed every three months.

8. DOCUMENT REVIEW

Timeframe for review: every two (2) years, or earlier if required.

8.1 Responsibilities

Document authorisation:	Council of Education
Document implementation:	Director of Training and Education
Document maintenance:	Manager Accreditation

8.2 Revision History

Version	Date of Version	Pages revised / Brief Explanation of Revision
05	July 2015	Section 7 Changed Learning Portfolio and include LNA information and addition of ITA requirement. Addition of Section 8.
05-1	Sep 17	Reference to "term" changed to "placement" as per Regulation B