



**GLOBAL SEARCH ON EVIDENCE FOR
INTEGRATION OF SIMULATION, PATIENT SAFETY, AND
INTERPROFESSIONAL EDUCATION**

ASSESSMENT QUESTIONNAIRE

Feb 14, 2011

Supported by:

*The Royal College of Physicians and Surgeons of Canada RCPSC
The Canadian Patient Safety Institute
The University of British Columbia*

PART 1 DEMOGRAPHICS

Institution

(University, College, Hospital, Health Care Authority, etc.)

Name

Position

Address

E-mail

Telephone

Fax:

PART 2 STATUS

1. Please indicate the type of learners and the number of learners at your institution

Type of Learner	Number of learners
Medicine – Undergraduate	
Medicine -- Postgraduate	
Medicine -- Continuing Professional Development	
Dentistry	
Nursing -- Students	
Nursing -- Continuing Professional Development	
Pharmacology	
Audiology and Speech Pathology	
Social Work	
Physiotherapy	

Occupational Therapy	
Respiratory Therapy	
Paramedics	
Clinical Psychology	
Counselling Psychology	
Inter-professional when 2 or more groups of learners are present in a simulation session for a common learning objective	
Others (specify):	

2. Please indicate the type of simulators and the number of instruction hours per month for each type of simulator at your institution.

Types Simulation	Yes/No	Hours per month
Standardized patients (e.g., for OSCE)		
Human-patient simulators (high -fidelity mannequins)		
Human-patient simulators (low -fidelity mannequins)		
Task-trainers (e.g., laparoscopic training box)		
Specimens (e.g., live tissue for skill-training)		
Virtual Reality Workstations (e.g. LapSim, GI Mentor, etc.)		
Expert systems (for systems performance improvement)		
On-line simulation modules (e.g., virtual patients, learning objects, etc.)		
Others (please specify):		

3. Is simulation an integral part of your undergraduate postgraduate



core curricula or CPD (life long learning)?

YES* (Please provide examples) NO

If Yes, please provide the details and explain with examples.

Curriculum years	% of Theoretical / Cognitive Learning	% of Practical / experiential Learning		
		% of Clinical	% of Simulation	% of Others
Year-1				
Year-2				
Year-3				
Year-4				
Year-5				
Year-6				
CPD				

4. Do you have special (non mandatory) simulation curriculum designed for your undergraduate postgraduate or CPD life long learning program in addition to there mandatory curricular activities?

YES* (Please provide examples) NO

*If “YES”,

	YES	NO
Are the curricula based on a needs assessment?	<input type="checkbox"/>	<input type="checkbox"/>
Are the curricula peer reviewed?	<input type="checkbox"/>	<input type="checkbox"/>
Are they evaluated regularly?	<input type="checkbox"/>	<input type="checkbox"/>
Is the program accredited?	<input type="checkbox"/>	<input type="checkbox"/>
There is no formal curriculum, teaching is casual.	<input type="checkbox"/>	<input type="checkbox"/>

5. Please describe the integration of simulation in to your clinical practice particularly when it pertain to Patient safety and Professionalism?

Health Professionals	Admission	Ward	OR	ICU	CCU	Diagnostic Labs	Pharmacy
Doctors							
Nurses							
Allied Health							
Pharmacy							
Admin.							
Paramedics							

6. Do you provide simulation activity for the following areas?

Simulation Activity	Yes/ No	Curriculum developed Yes/No	% of total curriculum	Examples provided Yes/No	Total time spent /year
Skill accusation / Competency					
Patient Safety					
Communication					
Collaboration/ Inter-professional team training					
Manager/resource management					
Scholarly activities					
Professionalism					
Health Advocacy					

7. Please indicate if you have the following simulation program (Yes/No). If not please indicate if you would like to have any of these programs at your institution and please rate the program-priority using the scale 1

to 5, where 1 indicates “lowest” and 5 indicates “highest” priority. If you have simulation program at your Institution that is not listed please specify.

Simulation program	Yes/No	Priority rating				
Basic Anaesthesia program for non-physicians	1	2	3	4	5	
Advanced Anaesthesia program for physicians	1	2	3	4	5	
Basic Trauma for non-physicians	1	2	3	4	5	
Advanced Trauma for physicians	1	2	3	4	5	
Basic emergency for health professionals other than physician	1	2	3	4	5	
Advanced emergency for physicians	1	2	3	4	5	
Pain management for non-physicians	1	2	3	4	5	
Pain management for physicians	1	2	3	4	5	
Team training	1	2	3	4	5	
Disaster response training	1	2	3	4	5	
Multiple programs for Undergraduates	1	2	3	4	5	
Multiple programs for postgraduates	1	2	3	4	5	
Multiple programs for CPD	1	2	3	4	5	
Skills training for open surgical Disciplines	1	2	3	4	5	
Skill training for Minimally Invasive surgical Disciplines	1	2	3	4	5	
Skill training for non-surgical disciplines:						
Intensive Care Unit	1	2	3	4	5	
Cardiology	1	2	3	4	5	
Radiology	1	2	3	4	5	
Communication	1	2	3	4	5	
Crisis Resource Management	1	2	3	4	5	
Social and cultural	1	2	3	4	5	
Pharmacy	1	2	3	4	5	
Others: (please specify)	1	2	3	4	5	
Maintenance of competency	1	2	3	4	5	
Assessment of competency	1	2	3	4	5	

Licensing requirement	1	2	3	4	5
Remediation	1	2	3	4	5
Assessment of medical equipment, tools and technologies	1	2	3	4	5

Patient Safety:

Patient safety drills in the OR (ex. Check list)	1	2	3	4	5
Patient safety drills in ward (ICU,CCU, others)	1	2	3	4	5
Patient safety drills in emergencies (ex. cod blue)	1	2	3	4	5
Patient safety drills for patient transfer, handover	1	2	3	4	5
Patient safety drills in disaster medicine	1	2	3	4	5
Patient safety drills in pharmacy, lab. Medicine	1	2	3	4	5
Others (please specify):	1	2	3	4	5

Admin. And Professionalism:

Doctor-patient relationship	1	2	3	4	5
Doctor-Nurse relationship	1	2	3	4	5
Nurse to nurse	1	2	3	4	5
Doctor to doctor	1	2	3	4	5
Ethics in team work	1	2	3	4	5
Subordination and feedback mechanism	1	2	3	4	5
Announcing death	1	2	3	4	5
Document keeping and confidentiality	1	2	3	4	5
Improvement campaigns	1	2	3	4	5
Board training	1	2	3	4	5
Middle management training	1	2	3	4	5
Others (please specify):	1	2	3	4	5

If simulation is not an integral part of your curriculum and /or medical practice please explain why?

8. Do you have trained experts as simulation instructors?

YES*

NO (go to next question)

*If "YES", indicate how many: Total _____ Part-time _____ Full-time _____

How many of them are trained in accredited institution? _____

9. Do you conduct educational research related to simulation?

YES

NO

If "YES", indicate the number and the types of presentations that result from this research/per year)

Abstracts _____

Presentations _____

Papers _____

Grants _____

10. What level of research do you conduct with respect to your simulation-based program?

Satisfaction (learners/instructors) evaluation

Effectiveness/Efficacy

Cost-effectiveness

Psychometric evaluation (reliability, validation studies)

Clinical outcome

Other (please, specify) _____

11. Please indicate what you believe are the top 3 strengths of your program and number them accordingly (1,2,3)?

Instructor training

Simulation operator training

Research program

Curriculum development and implementation

Dedicated financial support for operating budget

Support from institutional leaders (administration, education)

Collaboration with other leading centers

Dedicated medical director with protected time

Dedicated simulation nurse/RT educator with protected time

Dedicated simulation administrator/coordinator

Dedicated simulation technician

Engaging health care workers in improving patient safety

Others (please specify):

12. Please indicate what you believe are the top 3 barriers preventing your program from moving forward and number them accordingly (1,2,3)?

- Instructor training
- Simulation operator training
- New scenario development
- Research training
- Integration of simulation into existing curriculum
- Increased financial support
- Increased support from institutional leaders (administration, education)
- Increased collaboration with other leading centers
- Dedicated medical director with protected time
- Dedicated simulation nurse/RT educator with protected time
- Dedicated simulation administrator/coordinator
- Dedicated simulation technician
- Lack of outcome measurement
- Others (please specify):

13. Please chose the level of simulation activity in your institution from the following categories:

Categories	Description	Yes/No
0	No simulation activity	
1	Simulation using models only	
2	Simulation using models + some low fidelity simulators and/or animal parts	
3	Simulation using models + some low fidelity simulators + med fidelity simulators and/or animal parts	
4	All of the category 3 + curriculum development + research	
5	Simulation using models + some low fidelity simulators + med fidelity simulators + high fidelity simulators and/or animal parts	
6	All of the category 5 + curriculum development + research	
Others (specify):	Life simulation (Standardized patients OSCE and/or animal experimentation)	

14. Do you predict any growth of your organization in the next 5 years?

YES* NO (go to next question)

***If “YES”, please indicate the expected percentage of growth:**

Categories	Description	Yes	%
0	No simulation activity		
1	Simulation using models only		
2	Simulation using models + some low fidelity simulators and/or animal parts		
3	Simulation using models + some low fidelity simulators + med fidelity simulators and/or animal parts		
4	All of the category 3 + curriculum development + research		
5	Simulation using models + some low fidelity simulators + med fidelity simulators + high fidelity simulators and/or animal parts		
6	All of the category 5 + curriculum development + research		
Others (specify):	Life simulation (Standardized patients OSCE and/or animal experimentation)		

PART 3 COMMENTS

In the space provided below, please comment on issues that were not covered in the survey or, that in your opinion, need more explanation in the following categories:

- Integration of simulation in to undergraduate curriculum
- Integration of simulation in to postgraduate curriculum
- Integration of simulation in to Continues professional development curriculum
- Integration of simulation in to Patient safety
- Integration of simulation in to professionalism