

Institute of Medical Simulation

SIMS SURVEY

Thank you for participating in the survey. We invite you to take 5mins and indicate your level of agreement for each question.

A. Demographics		
Profession:		
<input type="checkbox"/> Doctor	<input type="checkbox"/> Nurse	<input type="checkbox"/> Allied Health Professional (AHP)
		<input type="checkbox"/> Pharmacist
<input type="checkbox"/> Administrator		
Designation: Doctor		
<input type="checkbox"/> Senior Consultant / Consultant / Associate Consultant	<input type="checkbox"/> Resident	
<input type="checkbox"/> Senior Resident / Registrar	<input type="checkbox"/> HO / MO	
	<input type="checkbox"/> Others (please specify): _____	
Designation: Nurse		
<input type="checkbox"/> Chief Nurse / Director / Deputy Director / Assistant Director	<input type="checkbox"/> Principal Enrolled Nurse / Senior Enrolled Nurse / Enrolled Nurse	
<input type="checkbox"/> Senior Nurse Manager / Nurse Manager	<input type="checkbox"/> Clinical Investigator	
<input type="checkbox"/> Senior Nurse Clinician / Nurse Clinician	<input type="checkbox"/> Clinical Instructor	
<input type="checkbox"/> APN	<input type="checkbox"/> Senior Nurse Educator / Nurse Educator	
<input type="checkbox"/> Assistant Nurse Clinician / Senior Staff Nurse / Staff Nurse	<i>(Those who ticked this box can skip this question: "What is your educational commitment")</i>	
	<input type="checkbox"/> Others (please specify): _____	
Designation: Allied Health Professional		
<input type="checkbox"/> Audiologist	<input type="checkbox"/> Respiratory Therapist	<input type="checkbox"/> Cardiac Technologist / Physiologist
<input type="checkbox"/> Auditory – Verbal Therapist	<input type="checkbox"/> Prosthetist / Orthotist	<input type="checkbox"/> Neuro / Polysomnograph / Pulmonary Physiology / Sleep / Respiratory Technologist
<input type="checkbox"/> Dietitian	<input type="checkbox"/> Psychologist	<input type="checkbox"/> Embryologist
<input type="checkbox"/> Medical Social Worker	<input type="checkbox"/> Speech Therapist	<input type="checkbox"/> Nuclear Medicine Technologist
<input type="checkbox"/> Occupational Therapist	<input type="checkbox"/> Art / Child Life / Music Therapist	<input type="checkbox"/> Radiochemistry Technologist
<input type="checkbox"/> Optometrist	<input type="checkbox"/> Radiographer	<input type="checkbox"/> Clinical Counsellor
<input type="checkbox"/> Oral Health Therapist	<input type="checkbox"/> Radiation Therapist	<input type="checkbox"/> Genetic Counsellor
<input type="checkbox"/> Orthoptist	<input type="checkbox"/> Medical Physicist	<input type="checkbox"/> Transplant Coordinator
<input type="checkbox"/> Pharmacist	<input type="checkbox"/> Imaging Technologist / Sonographer	<input type="checkbox"/> Others (please specify): _____
<input type="checkbox"/> Physiotherapist	<input type="checkbox"/> Medical Laboratory Technologist (MLT) / Medical Laboratory Scientist (MLS)	
<input type="checkbox"/> Exercise Physiologist		
<input type="checkbox"/> Perfusionist		
<input type="checkbox"/> Podiatrist		
Primary Institution Affiliation:		
<input type="checkbox"/> Singapore General Hospital	<input type="checkbox"/> National Neuroscience Institute	
<input type="checkbox"/> Changi General Hospital	<input type="checkbox"/> National Heart Centre Singapore	
<input type="checkbox"/> Sengkang General Hospital	<input type="checkbox"/> Singapore National Eye Centre	

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<input type="checkbox"/> KK Women's and Children's Hospital <input type="checkbox"/> National Cancer Centre Singapore <input type="checkbox"/> National Dental Centre Singapore	<input type="checkbox"/> SingHealth Community Hospitals <input type="checkbox"/> SingHealth Polyclinics <input type="checkbox"/> Duke NUS Medical School <input type="checkbox"/> Others (please specify): _____				
Academic Clinical Programme (ACP) affiliation:					
<input type="checkbox"/> Medicine ACP <input type="checkbox"/> Paediatrics ACP <input type="checkbox"/> Obstetrics & Gynaecology ACP <input type="checkbox"/> Surgery ACP <input type="checkbox"/> Ophthalmology & Visual Sciences ACP <input type="checkbox"/> Cardiovascular Sciences ACP <input type="checkbox"/> Neuroscience ACP <input type="checkbox"/> Oncology ACP	<input type="checkbox"/> Pathology ACP <input type="checkbox"/> Radiological Sciences ACP <input type="checkbox"/> Oral Health ACP <input type="checkbox"/> Anaesthesiology and Perioperative Sciences ACP <input type="checkbox"/> Musculoskeletal Sciences ACP <input type="checkbox"/> Family Medicine ACP <input type="checkbox"/> Not Applicable				
Years of practice since basic qualification					
<input type="checkbox"/> < 5 years	<input type="checkbox"/> 5 – 10 years	<input type="checkbox"/> 11 – 15 years	<input type="checkbox"/> > 15 years		
What is your educational commitment?					
<input type="checkbox"/> Educational leader (Programme Director, Vice-Chair Education, DIO, ED, Asst / Assoc Dean etc)	<input type="checkbox"/> Faculty on a teaching program	<input type="checkbox"/> (Without education appointment) General Healthcare staff who teaches	<input type="checkbox"/> Resident in training /HOPEX / MOPEX	<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Others (please specify): _____ _____

II. Survey Questions
1 Have you ever used and / or currently using simulation related activities for healthcare professions? <input type="checkbox"/> Yes <input type="checkbox"/> No
2 Which type of simulation are you aware of? Tick all that apply <input type="checkbox"/> Simulation to teach procedural/ surgical skills: TASK-TRAINER based <ul style="list-style-type: none"> • Device: Specially designed device to train key elements of the procedure or skills (eg: Laparoscopic Box Trainer) • Part-manikin: life-like inorganic part trainer (eg intubation trainer / catheterisation trainer) • Organic (Tissue / Live-animal / Cadaver): Utilises a part or all of the animal or human body; often used to teach advanced surgical skills as a live animal / cadaveric dissection workshop

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- **High fidelity Virtual Reality:** immersive, highly visual, 3D characteristics to replicate real-life situations and/or healthcare procedures. Typically incorporates physical or other interfaces such as a computer keyboard, a mouse, speech and voice recognition, motion sensors, or haptic devices (eg computerized endoscopy trainer)

Device



Part-manikin



Organic (Tissue / Live-animal / Cadaver)



High fidelity VR



Simulation to teach team skills: MANIKIN-based

- **Medium / High fidelity manikin:** realistic dummy patient that learners interact with to elicit vital signs like heart / breath sounds/ blood pressure and will respond in real-time to resuscitation and other interventions. (Eg Code team training)
- **In-situ simulation:** Similarly uses high-fidelity simulator but takes place in the actual patient care environment (eg Ward, Emergency department) rather than at the simulation lab. This allows higher fidelity and realism and identifies environmental / contextual factors affecting team performance (eg Operative theatre team training)

Medium / High fidelity manikin



In-situ



Simulation to teach/ test communication skill: SIMULATED PATIENT - based

- **Simulated patients** are actors trained to portray types of patients or patient scenarios for healthcare education. It is commonly used to teach undergraduate history taking, enhancing communication skills, to give feedback and evaluate learner performance in standardized exams like the OSCE.

Simulated Patient



Simulation used for other aspects of healthcare – Others

- **Hybrid simulation** (a.k.a. patient focused simulation): a simulated patient is paired with a part task-trainer for improved fidelity in teaching or evaluating procedural skills. (eg pelvic model with a simulated patient for delivery teaching / practice)
- **Sim-IPE** (Simulation-Enhanced Interprofessional Education): A collaborative educational

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approach that brings together healthcare professionals of varying specialties in a simulation environment that promotes a collaborative team approach. Often used for team skills training

- **Simulation for quality improvement:** may be low or high fidelity – eg pen and paper simulation to trial work processes or using in-situ simulation to evaluate workflows or for safety audit.
- **Serious games in Healthcare:** simulations of real-world events, or processes designed for the purpose of solving a problem.

Hybrid simulation



Sim-IPE



Simulation for QI



Serious games



Others (please specify): _____

3 Have you ever attended a continuing education course on simulation?

No

Yes – If yes, which of the following you have attended

Instructor Training Course using Simulator

- SIMSET (SIMS Simulation Educators Training)
- EUSIM (European Simulation Instructor Course)
- iSIM (Improving Simulation Instructions Methods)
- SEHE (Simulation Essentials for Healthcare Educators)
- Others (please specify): _____

Instructor Training Course using Task Trainer

- OLTT (Optimising Learning with Task Trainers)
- ACLS Instructor Course
- FCCS Instructor Course
- Others (please specify): _____

Debriefing Course (please specify) _____

Others (please specify): _____

4 Have you ever used and / or currently using simulation in health professions education?

- Yes, as Participant only – **proceed to Q14**
- Yes, as Faculty only
- Yes, as Faculty and as participant
- Never – **proceed to Q15**

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5 **[FOR FACULTY]** Have you used any of the SIMS Centres as faculty on a simulation program?

No - proceed to Q11

Yes – tick all that apply

<input type="checkbox"/> SIMS @ Academia	<input type="checkbox"/> Changi Simulation Institute	<input type="checkbox"/> Centre for Advanced Clinical & Surgical Skills @ CGH	<input type="checkbox"/> SIMS @ Sengkang Hospital	<input type="checkbox"/> KK Hospital Simulation Centre
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6 **[FOR FACULTY]** What did the SIMS centre provide that was useful to you as faculty?

Tick all that apply:

<input type="checkbox"/> Information about how to utilise simulation for teaching	<input type="checkbox"/> faculty training in simulation for the program
<input type="checkbox"/> expertise in curriculum design using simulation	<input type="checkbox"/> getting financing
<input type="checkbox"/> technical expertise in simulation	<input type="checkbox"/> administrative running of the programs
<input type="checkbox"/> Others (please specify): _____	

7 **[FOR FACULTY]** What are the other services that you would like SIMS Centre to provide?

Comment: _____

8 **[FOR FACULTY]** How often are you teaching using the simulation facility?

<input type="checkbox"/> Never	<input type="checkbox"/> 1 – 2 times a year	<input type="checkbox"/> 3 – 5 times a year	<input type="checkbox"/> 6 –10 times a year	<input type="checkbox"/> >10 times a year
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9 **[FOR FACULTY]** What were the learning objectives of the simulation program (s) that you were teaching? Tick all that apply:

- Team Training (Collaboration/ Interprofessional)
- Procedural skills / Technical Skills / Surgical Skills
- Communication Skills
- Quality Audit / Improvement / Workflow Design
- Others (please specify): _____

10 **[FOR FACULTY]** Did the program curriculum include the following: tick all that apply

<input type="checkbox"/> Learning objectives	<input type="checkbox"/> Teaching Materials (eg Slides, Videos, Learner's material)
<input type="checkbox"/> Assessment of learners	<input type="checkbox"/> List of supplemental resources
<input type="checkbox"/> Faculty instruction session or guide (eg teaching methods, assessment criteria, simulator capabilities etc)	<input type="checkbox"/> Program evaluation
	<input type="checkbox"/> Feedback to you as faculty

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11 **[FOR FACULTY]** How do you perceive the value of using simulation in learning? Indicate on the scale below with a (x).

Scale 1 to 10.

1	2	3	4	5	6	7	8	9	10

least valuable

most valuable

12 **[FOR FACULTY]** As faculty, would you be interested to integrate simulation-based activities to your curricular activities?

<input type="checkbox"/> No	
<input type="checkbox"/> Yes - Please prioritise your needs from 1 to 5 (1 being most important, 5 being least important)	
Rank	Needs
	Information about how to utilise simulation for teaching
	Assistance in curriculum design using simulation
	Providing faculty training in simulation for new faculty teaching the program
	Getting financing
	Administrative running of the programs

13 **[FOR FACULTY]** As faculty, would you be interested to utilise simulation to review work processes?

<input type="checkbox"/> No	
<input type="checkbox"/> Yes - Please prioritise your needs from 1 to 5 (1 being most important, 5 being least important)	
Rank	Needs
	Information about how to utilise simulation for work processes
	Assistance in program design using simulation
	Providing faculty training to utilise simulation to evaluate work processes
	Getting financing
	Administrative running of the programs

14 **[FOR PARTICIPANT]** As a participant (learner), how many times were you able to transfer what you learnt from the simulation program to the clinical setting?

<input type="checkbox"/> No	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Not applicable (never attended simulation programme)
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15 What is the reason for not using simulation for teaching/ learning? Tick all that apply

<input type="checkbox"/> Unaware of relevance of simulation	<input type="checkbox"/> Simulation is not applicable to teaching/ learning needs	<input type="checkbox"/> Lack financing	<input type="checkbox"/> Lack expertise	<input type="checkbox"/> Never given opportunity
<input type="checkbox"/> Others (please specify): _____				



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Stand a chance to win attractive prizes by entering into the fortnightly lucky draw. Please provide your name and email to enter into the lucky draw.

Name		Email	
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Please visit www.singhealthacademy.edu.sg/SIMS for more information about SIMS and simulation activities. We welcome feedback on this survey or simulation-related queries at sims@singhealth.com.sg.