

ooo68 **A High Fidelity Education Program to Improve SA Among Scrub Nurses in Fast Paced Ambulatory Setting: Serious Gaming Development Using a 3 Prong Approach**

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Aims: To develop a high fidelity education training program to improve situation awareness (SA) among scrub nurses working in a fast pace ambulatory setting.

Methodology: The intervention was guided by two theoretical models: Endsley's (1995a) model of SA and Lave Situated Learning Theory (1988). The models formed the conceptual framework to link the variables and explained the phenomena that was being investigated.

Situated Learning theory was chosen as it emphasized that learners acquire meaning and practicality of knowledge, skills, and roles through exploring and interacting with the characters within authentic social and physical environments. Learning is embedded based on content (facts and processes of a task) as well as context (situations, values, environmental cues). Participants were able to recognize the connection and on-going activities from the emerging context. This model supports SA theory as systemic and individual factors that affect attainment of SA were very context specific.

Findings from literature review and qualitative observation will determine the content of the education program, method and platform of delivery.

Result: The key themes emerged from literature review and qualitative phase were used to design the education program content: Teamwork, prioritization, adapting and recognizing changes, gathering information, assessment techniques, close loop communication, physical and environment layout, cognitive recognition of safety behavior and situation. Literature review found that for training to be effective, participants need to spend between 20-50 minutes of regular and constant training. Gaming on mobile devices accessed through a web link provided the ease of access and increased motivation for continuous training.

In this conceptual framework, authentic context and cultural practices would trigger change in behaviour and interaction observed in practice resulting in improved SA level.

Conclusion: A three prong approach provided a targeted and effective evidence base development of a high fidelity education program targeted to train non-technical skill