Standardisation d'un curriculum de simulation en médecine hyperbare: comment faire?

ICHF
Genève 2019

SUHMS
SWISS UNDERWATER AND HYPERBARIC MEDICAL SOCIETY

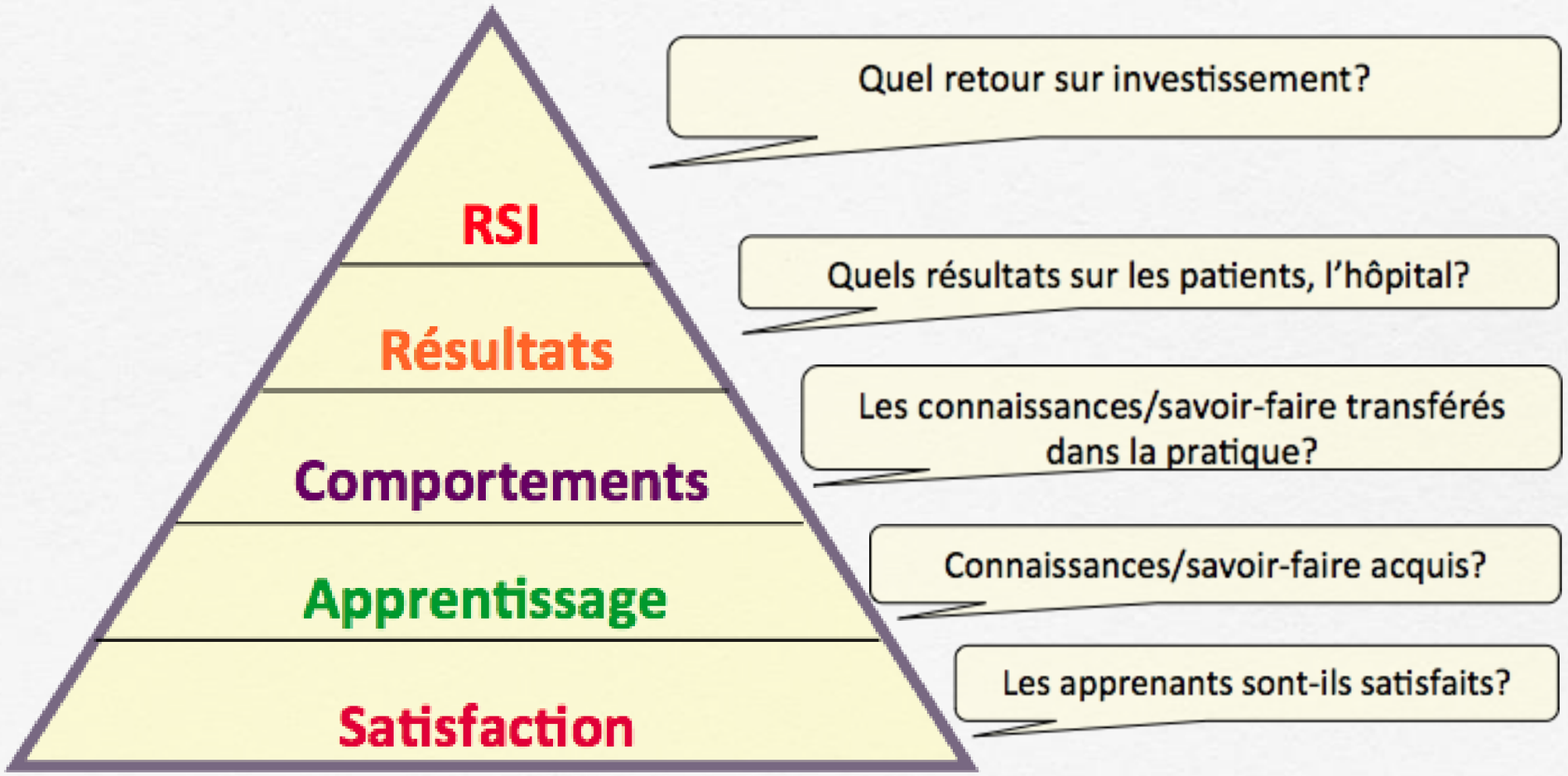
CUHMA
Canadian Undersea and Hyperbaric Medical Association

ACMHS
Association Canadienne de Médecine Hyperbare et Subaquatique

Medsubhyp
La Société de Médecine et de Physiologie Subaquatiques et Hyperbares de langue Française

ACHOBEL

Classification de Kirkpatrick



Kirkpatrick, 2006

Review articles

Evidence for simulation-based education in hyperbaric medicine: A systematic review

Sylvain Boet[1–4], Olivia Cheng-Boivin[5], Leonardo Martin[5], Tomi Hurskainen[1], Nicole Etherington[3]

[1] *Department of Anesthesiology and Pain Medicine, The Ottawa Hospital, Ottawa, Ontario, Canada*
[2] *Hyperbaric Medicine Unit, The Ottawa Hospital*
[3] *The Ottawa Hospital Research Institute, The Ottawa Hospital*
[4] *Department of Innovation in Medical Education, University of Ottawa, Ottawa*
[5] *Medical Student, Faculty of Medicine, University of Ottawa*

Corresponding author: *Associate Professor Sylvain Boet, Department of Anesthesiology and Pain Medicine, Hyperbaric Medicine Unit, The Ottawa Hospital, 501 Smyth Rd, Critical Care Wing 1401, Ottawa, K1H 8L6, Ontario, Canada*
sboet@toh.ca

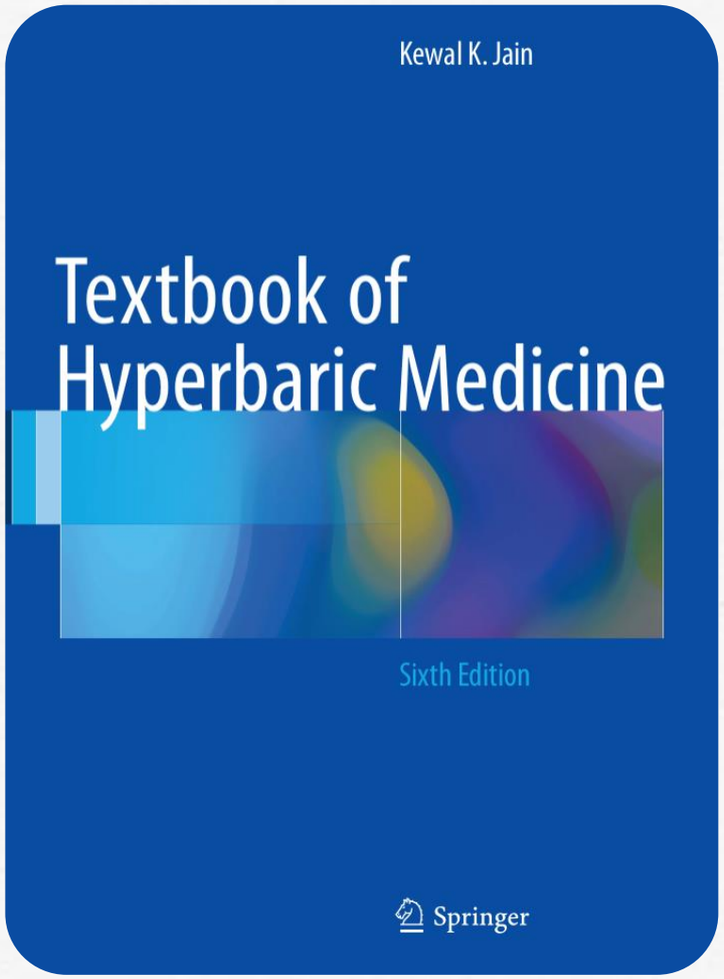
Key words
Hyperbaric oxygen; Education; Systematic review; Performance; Safety

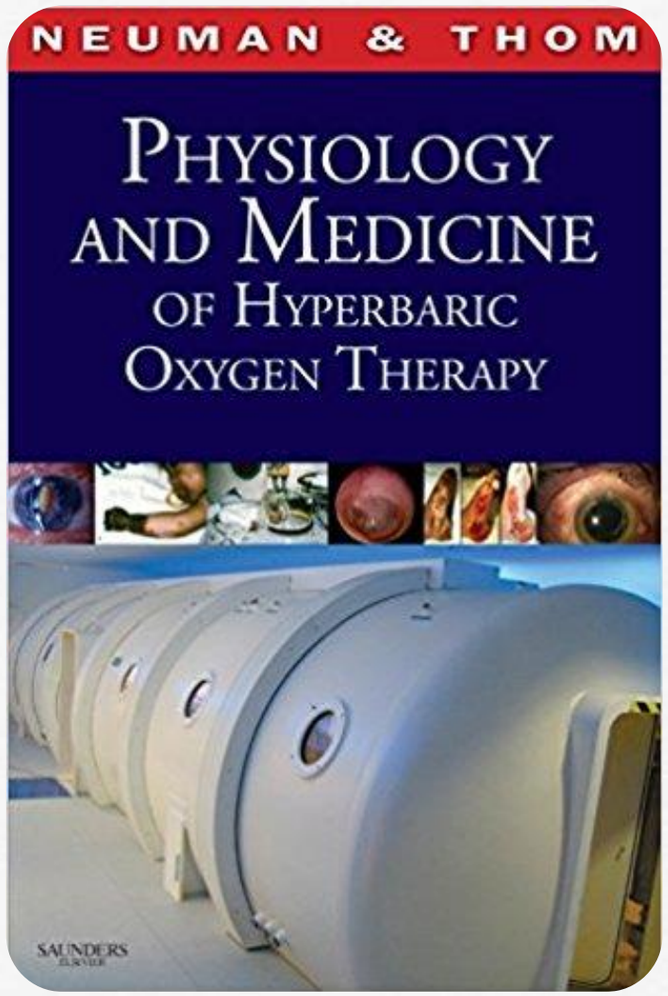
Abstract
(Boet S, Cheng-Boivin O, Martin L, Hurskainen T, Etherington N. Evidence for simulation-based education in hyperbaric medicine: A systematic review. Diving and Hyperbaric Medicine. 2019 September 30;49(3):NN–nn. doi: 10.28920/dhm49.3.NN-nn. PMID: NNnnNN.)
Introduction: Evidence from many areas of healthcare suggests that skills learned during simulation transfer to clinical settings; however, this has not yet been investigated in hyperbaric medicine. This systematic review aimed to identify, summarize, and assess the impact of simulation-based education in hyperbaric medicine.
Methods: Eligible studies investigated the effect of simulation-based education for learning in hyperbaric medicine, used any design, and were published in English in a peer-reviewed journal. Learning outcomes across all Kirkpatrick levels were included. MEDLINE, EMBASE, and the Cochrane Central Register of Controlled Trials were searched. Pairs of independent reviewers assessed references for study eligibility.
Results: We found no article assessing the impact of simulation-based education in hyperbaric medicine published in English. Only one potentially relevant paper published in German was found.
Conclusions: More research is needed to determine how the hyperbaric medicine community and their patients may benefit from simulation-based education to optimize both practice and patient care.

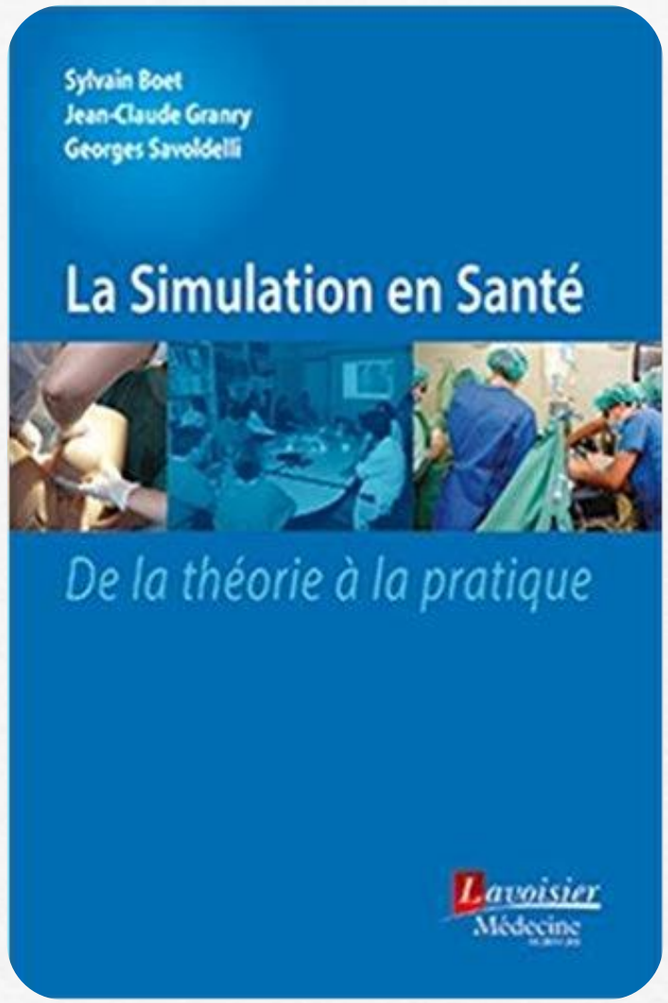
Introduction

Simulation-based education is effective for teaching technical and non-technical skills to both individuals and teams across many specialties, particularly in acute care.[1–4] Since simulation poses no risk to actual patients,[1,5] it is used across the continuum of education from undergraduate and postgraduate training to continuing professional development. Evidence suggests that skills learned during providers involved in the provision of HBOT must therefore master technical and non-technical skills, including interprofessional collaboration, for effective teamwork.

In many countries, training to be a certified hyperbaric healthcare professional currently only includes didactic lectures.[15] Training for the initial certification does not routinely involve simulation-based education and there is no formally recognized simulation course tailored to


Kewal K. Jain
Textbook of Hyperbaric Medicine
Sixth Edition
Springer


NEUMAN & THOM
PHYSIOLOGY AND MEDICINE OF HYPERBARIC OXYGEN THERAPY
SAUNDERS


Sylvain Boet
Jean-Claude Granry
Georges Savoldelli
La Simulation en Santé
De la théorie à la pratique
Lavoisier
Médecine

Que peut-on faire en simulation et médecine hyperbare?

- Développer, mettre en œuvre et évaluer un curriculum utilisant la simulation en équipe, collectif (collaboratif), par consensus, standardisé à but formatif et/ou sommatif – appliqué à la médecine hyperbare

- Pourquoi?
  - Éducation basée sur les preuves
  - Améliorer la formation, les soins
  - Avancer les pratiques en hyperbare
  - Promouvoir la cohésion/collaboration

Méthode

- Phase 1: « Needs assessment »:
  - Equipement simulation
  - Cas utiles
- Phase 2: Développement des scénarios (consensus, Delphi)
- Phase 3: Outils d ’évaluation: GRS, checklist
- Phase 4: Implémentation
- Phase 5: Évaluation: implémentation, performance (individuelle/équipe, kirkpatrick)

Discussion

- Répond à un besoin?
- Intérêt?
- Méthode?
- Qui, quand, quoi, comment ?