

Creating Your Own Room of Horrors: How-tos of Developing an Experiential Patient Safety Curriculum Kamna S. Balhara, MD, MA Adriana S. Olson, MD, MAEd

| in patient safety b education? <u>S</u> ri S e | Experiential learning: important in residents' patient safety education, but not widely implemented. <u>Situational awareness</u> : a key non-technical skill for safety in other high- risk industries, with relevance to clinical safety. <u>Simulation-based training</u> (the "Room of Horrors") can provide experiential learning in patient safety by incorporating concepts of ituational awareness. |
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| Situational ti | The perception of the elements in the environment within a volume of ime and space, the comprehension of their meaning, and the projection of their status in the near future. Level 1 SA: Perception of status, attributes, and dynamics of relevant elements in the environment Level 2 SA: Synthesizing disjointed level 1 elements from multiple sources to understand their significance in light of pertinent operator goals, to form patterns that contribute to a holistic picture of the environment Level 3 SA: Projecting future action of elements through knowledge of status and dynamics of elements and comprehension of situation (i.e. Level 1 and Level 2 SA) |
| references 19 | In-situ simulation exercises Consider both national patient safety goals and context-specific hazards Build elements of all three levels of SA into exercises Commence exercises early in training and continue longitudinally Multi-disciplinary teams Encourage solutions Facilitated debriefing session and feedback |
| 20 | owe DJ, Ireland AJ, Ross A, et al. Exploring situational awareness in emergency medicine: leveloping a shared mental model to enhance training and assessment. Postgrad Med J. 016;doi: 10.1136/postgradmedj-2015-133772. camna.balhara@gmail.com, adriana.s.olson@gmail.com |