

Hong Kong Society for
Simulation in Healthcare

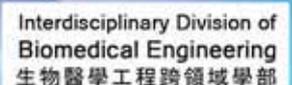
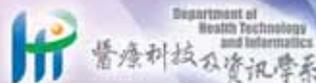


2017

Annual Scientific Meeting
香港醫療模擬學會年度會議

2017.9.9 - 9.10

Supporting Organizers:



Message from the Conference Chairmen:

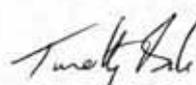
The Hong Kong Society for Simulation in Healthcare welcomes you to the Annual Scientific Meeting, 2017. The HKSSIH aims to bring those with an interest in Simulation Based Medical Education together to share their experience, knowledge and form new networks. We are very pleased to welcome our international faculty to share their knowledge through plenary sessions and practical workshops. We will be looking at the big picture with Debra Nestel with the National Approach to faculty development and looking at an innovative approach to the curriculum and running of a program with John Schaeffer in data-driven simulation. Bill Chan will share from his vast experience in Paediatric simulation and Chi Chen on the Chinese residency program. HKSSIH has a sponsorship scheme to encourage education and research and we are pleased to invite the recipients to share their research findings and learning. We want to encourage the next generation and have invited students from our supporting organization to attend. There are numerous practical workshops to develop your skills during and with pre and post conference workshops. We trust that you will take away something new, something to do and new friends.



Dr. Jacky Chan
(Nursing)



Dr. Shirley Ngai
(Physiotherapy)



Dr. Timothy Brake
(Anaesthesiology)

Versailles 凡爾賽廳主會場					
0830 - 0900	Registration 會議登記註冊				
0900 - 0930	Opening Ceremony 開幕典禮				
0930 - 1000	Lecture 演講 (1) Role of Emotion in Simulation 模擬培訓中的情緒管理 Hong Kong 香港 – Dr. Tim Brake				
1000 - 1030	Tea Break & Exhibition 茶歇、展覽會				
	Versailles 凡爾賽廳	Longchamp 露華廊廳 (1)	Longchamp 露華廊廳 (2)	Luxembourg 盧森堡廳 (1)	Luxembourg 盧森堡廳 (3)
1030 - 1200	Track 1: Expert panel Assessment by Simulation 專題 1：專家小組 模擬考核經驗 (中文同聲翻譯)	Track 2: Workshop Difficult debriefing 專題 2：工作坊 困難的反饋處理方法 (英語)	Track 4: Presentation Free Paper Presentation 專題 4：演講 論文研究：徵文口頭報告 (英語)	Track 6: Presentation & workshop Pre-hospital Simulation via Virtual Reality 專題 6：演講及工作坊 通過虛擬實境進行 院前模擬培訓 (英語及普通話小組教學)	Track 5: Workshop Simulation AV system: Audio issue & system trouble shooting 專題 5：工作坊 技術支援模擬錄像系統： 音訊問題和系統故障排除法 (英語及普通話小組教學)
1200 - 1300	Lunch & Exhibition 午餐、展覽會				
1300 - 1330	Exhibition & HKSSiH 香港模擬醫學會 AGM 2017 2017 – 2019 Council Appointment 理事會委任 (members only 僅供會員參與)				
Versailles 凡爾賽廳主會場					
1330 - 1415	Lecture 演講 (2) Benefits and challenges in a national approach to faculty development for simulation educators: Experience from Australia 模擬教育者在國家教師發展方面的優勢和挑戰：澳洲的經驗 Australia 澳洲 – Prof. Debra Nestel				
1415 - 1500	Lecture 演講 (3) Develop simulation and create buy-in for Pediatrics doctors and nurses: experience from 4 years journey 為兒科醫生和護士開發模擬培訓：4年開發歷程的經驗分享 Hong Kong 香港 – Dr. Bill Chan				
1500 - 1530	Tea break & Exhibition 茶歇及展覽會				
	Versailles 凡爾賽廳	Longchamp 露華廊廳 (1)	Longchamp 露華廊廳 (2)	Luxembourg 盧森堡廳 (1)	Luxembourg 盧森堡廳 (3)
1530 - 1700	Track 7: Expert panel Technology Advances in Medical Education (Simulation/ Flipped classroom/ VR/ AR application) 專題 7：專家小組討論 醫學教育技術的進步 (模擬培訓/翻轉教室,VR / AR 應用) (中文同聲翻譯)	Track 8: Workshop Enhance your debriefing through self, peer and student feedback with the use of the DASH 專題 8：工作坊 使用 DASH 提升彙報成效 (英語及普通話小組教學)	Track 11: Presentation & Workshop Video recording system as a research data collection tool 專題 11：演講及工作坊 使用視頻錄像系統 作為研究數據收集 的工具 (英語及普通話小組教學)	Track 9: Workshop Working with simulated patients in high stakes assessments 專題 9：工作坊 在高風險評估中處置模擬病人 (英語)	Track 10: Workshop The sim must go on! diagnose, manikin repair and trouble shooting 專題 10：工作坊 模型診斷修復和故障排除法 (英語及普通話小組教學)

Versailles 凡爾賽廳主會場				
0900 - 0945	<p>Lecture 演講 (4) New Opportunities in "High Fidelity" Simulation: metrics, lower costs, and higher value. 「高仿真」模擬的新機遇：指標、降低成本和提升價值 United States 美國 – Dr. John Schaefer</p>			
0945 - 1030	<p>Lecture 演講 (5) Simulation Education in Chinese Residency Training Program 中國住院醫師培訓項目中的模擬教育 China 中國 – Dr. Chen Chi</p>			
1030 - 1100	Tea break & Exhibition 茶歇及展覽會			
	Versailles 凡爾賽廳	Longchamp 露華廊廳 (1 & 2)	Luxembourg 盧森堡廳 (3)	Luxembourg 盧森堡廳 (1)
1100 - 1230	<p>Track 12: Expert panel New Era of Nursing Education: 專題 12：專家小組討論 護理教育新時代：</p> <p>CUHK 香港中文大學 HKU 香港大學 OUHK 香港公開大學 Poly U 香港理工大學 Tung Wah 東華學院</p> <p>(有中文同聲翻譯)</p>	<p>Track 16: Workshop Theatrical moulage for Trauma Simulation (Language: Mandarin) 專題 16: 工作坊 模擬創傷培訓的裝備製作(普通話)</p>	<p>Track 15: Presentation – Scholarship award 專題 15：演講 獎學金獎</p> <ul style="list-style-type: none"> • Dr. Tony Chan TN • Ms. Joanna Yeung • Dr. So Hing Yu <p>(英語)</p>	<p>Track 17: Workshop How to operate a Simcenter? Culture changing En Route (Language: Mandarin)</p> <p>專題 17：工作坊 如何操作模擬中心? 文化改變方向 (普通話)</p>
Versailles 凡爾賽廳主會場				
1230 - 1300	<p>Closing Ceremony 閉幕典禮</p>			

Abstract - Plenary



Speaker: Dr Timothy Brake

Senior Medical Officer, Department of Anaesthesiology,
Pain Medicine and Operating Services
United Christian Hospital

Chairman Hong Kong Society for Simulation in Healthcare
Co-chair Organising Committee HKSSIH ASM 2017

Role of Emotion in Simulation

The theory of emotional learning encourages emotional activation to enhance learning and by matching the emotional state during learning with clinical practice, such as in a crisis, will help to enhance its recall of the learning. The emotional fidelity of a scenario will enhance buy in of participants.

We also encounter emotion during debriefing and will look at internally and externally focussed reactions and techniques for managing this. Instructors themselves have emotions, recognising your own reactions in a debriefing, acknowledging your shared responsibility for the situation and reframing your own thoughts may help to resolve a difficult debriefing.

Dr Timothy Brake is a specialist in Anaesthesia and Pain Management. He is also a “simulationist”.

He is the director of the Effective Management of Anaesthetic Crisis course in Hong Kong and director of the Hong Kong Simulation Instructor course. He is faculty for the Comprehensive Simulation Educator Course and is on the working group for the Debriefing Course for the HKJC ILCM. He is the Centre director for Basic Skills Simulation for Residents, and faculty for Crew Resource Management and ACLS jn KEC.

He was a Visiting Scholar in 2015 to the Centre for Medical Simulation in Boston, USA. He has an interest on the influence of National Culture in simulation. Publications include: T Brake. The impact of culture on simulation based medical education. Australasian Anaesthesia 2013. ANZCA. Presentations include: The influence of culture on simulation. Asia Pacific Meeting of Society for Simulation in Healthcare 2011.

Abstract - Plenary



Speaker: Prof. Debra Nestel

Professor of Simulation Education in Healthcare, Monash University, and Professor of Surgical Education, Department of Surgery, University of Melbourne, Australia

**Benefits and challenges of a national approach to faculty development for simulation educators:
Experience from Australia**

Faculty development is essential for effective simulation-based education. The Australian Government has made significant investment in healthcare simulation including the funding of a national programme for simulation educators. The NHET-Sim Programme covers a breadth of simulation modalities, is relevant to all healthcare disciplines and comprises thirteen modules, online activities and workshops. The flexible structure, scheduling and time frames for completion make the Programme accessible for busy professionals. Recruited nationally, facilitators undergo specific training. A co-facilitation model supports experienced facilitators to work with less experienced facilitators enabling further faculty development. Programme governance is critical for ensuring relevance and uptake. The NHET-Sim Programme has trained more than 5,000 participants in the foundations of simulation education. This will facilitate the uptake of simulation education identified as a critical need by those involved in professional undergraduate programs. In this presentation, I will describe this innovative approach to building a national community of practice of healthcare simulation educators describing the benefits and challenges. Please see <http://www.monash.edu/medicine/nhet-sim>

Debra Nestel is Professor of Simulation Education in Healthcare, Monash University, and Professor of Surgical Education, Department of Surgery, University of Melbourne, Australia. Debra is Editor in Chief, *Advances in Simulation* (www.advancesinsimulation.com), the journal of the Society in Europe for Simulation Applied to Medicine (SESAM). She is program lead for the Graduate Programs in Surgical Education (Department of Surgery, University of Melbourne and Royal Australasian College of Surgeons) and the Graduate Programs in Surgical Science (Department of Surgery, University of Melbourne). Debra leads a national program for simulation educators – NHET-Sim (www.nhet-sim.edu.au) and a virtual network in simulated patient methodology (<http://www.simulatedpatientnetwork.org/>). Debra completed her PhD at the University of Hong Kong (1997). Debra has published over 150 peer-reviewed papers in health professions education, edited books on simulated patient methodology (2015), healthcare simulation (2017), surgical education (late 2017) and is working with colleagues on an edited book on research methods for healthcare simulation (late 2018) https://www.researchgate.net/profile/Debra_Nestel

Abstract - Plenary



Speaker: Dr. H. Bill Chan

Chief of Service,
Department of Paediatrics & Adolescent Medicine,
United Christian Hospital, Hong Kong

Simulation Training in Paediatrics of Hong Kong

Introduction of any simulation training programs must be addressing the clinical and training needs. The programs must be based on curriculums that are recognized by the professional colleges, societies or the COC. A steering committee must be set up to monitor the accuracy and quality of the teaching which should be updated with new guidelines or evidence. Instructors motivation and refreshment programs are key elements of success. The equipment, venue and administrative support from simulation training centres are crucial for the sustainability of any training programs. All these will be illustrated by the simulation training programs which are introduced to Paediatrics in Hong Kong in recent years.

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Dr. H. Bill Chan introduced simulation training in Paediatrics in Hong Kong. The programs he initiated include Neonatal Resuscitation Program (NRP), S.T.A.B.L.E, Safe Sedation for Children, and the Neonatal Emergency Transport Simulation (NETS) Program, some of which are now mandatory for the training of the paediatric doctors and nurses. He is working to establish the Simulation Training Centre in the Hong Kong Children's Hospital with more training programs such as the Paediatric Emergency Transport Simulation (PETS) Program, Difficult Airway Management Program and Paediatric Palliative Care Simulation Training. He firmly believes that Crew Resource Management (CRM) should be learnt in the context of all specific simulation programs and not as a stand-alone module. He is also a strong advocate of in-situ simulation.

Abstract - Plenary



Speaker: John J. Schaefer M.D.

Medical University of South Carolina

“New Opportunities in “High Fidelity” Simulation: metrics, lower costs, and higher value.”

The overarching goal of this presentation is to share new approaches to operational, educational, assessment and reporting processes in “High Fidelity” human simulation training that can a) dramatically lower costs while b) report a “Value Statement”. While the modern era of simulation in healthcare has come a long way since the late 1990’s, its use still has far to go. National and International surveys of the use of simulation will be presented. Common barriers can be linked to current educational, operational and assessment processes as well as the current technology level. Drawing from over twenty years in simulation, the establishment of over 30 simulation programs in the United States and a history of successful interactions with industry, Dr. Schaefer will both offer thoughts on the principles the field needs to focus on to improve. He will share some specific examples on how his organization has attempted to find innovative solutions to these barriers based on focusing on these principles. These examples will incorporate: a) the concept of the use of “simulation learning systems” not simulators, b) building the “educational pedagogy” into the pre-programmed simulation scenarios and the advantages of this, c) making it easier to use more simulation while drastically lowering operational costs (75%) and d) reporting a “value statement” through automated reporting of “objective educational outcomes”. In conjunction with this talk, Dr. Schaefer will be offering a workshop with the opportunity to individually experience this “hands-on” and share the concepts needed to build your own simulation learning system.

Dr. Schaefer currently holds the position of the Lewis Blackman Endowed Chair with Health Sciences of South Carolina. Dr. Schaefer has established a statewide network of patient simulator training and research labs and directs associated research activities. These efforts have resulted in the establishment of over 30 simulation programs in the state of South Carolina that perform over 100,000 simulations per year today for a wide range of Nursing Schools, Medical Schools and hospital systems.

Dr. Schaefer is a tenured Professor in the Department of Anesthesia and Perioperative Medicine at the Medical University of South Carolina. He was the founding director of the WISER institute at the University of Pittsburgh.

Dr. Schaefer co-holds patents used in human simulators including the Laerdal SimMan 2G & 3G, SimBaby and the SimMom ADM. He has continuously participated in the development and testing of simulation hardware and software for human simulators with industry over the past twenty-five years. In 2015 Dr. Schaefer received a Society for Simulation Presidential Citation “In recognition of his lifetime commitment to advancing simulation globally through innovations, collaborations and leadership.” In 2016 Dr. Schaefer was recognized by his peers as a founding Fellow of the Society for Simulation in Healthcare Academy.

Abstract - Plenary



Speaker: Chi Chen, M.D., Ph.D

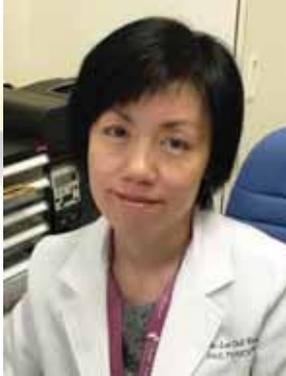
Director of Teaching and Training Department,
Shanghai East Hospital,
Tongji University School of Medicine.

Simulation Education in Chinese Residency Training Program

With the progression of standardized residency training program in China, more and more concerns have been expressed to residents' clinical competency development. By utilizing the standardized medical simulation education system, we focus on the clinical competency of residents which leads to a solid clinical knowledge and skills, professional attitude, critical thinking, and a strong ability of clinical management. In this standardized medical simulation teaching system, we introduce a series of courses including several international generic simulation courses and the self-developed ones. A set of objective indicators has been established to evaluate the clinical competency of residents, and the 4R's evaluation model raised by Kirkpatrick has been adopted to the system in self-evaluation. Besides, specialized simulation faculties are also essential to be trained for the system. This simulation education system can help residents to build comprehensive ability to handle the clinical work and improve the quality of residency training program.

Chi Chen is an associate professor of gastroenterology, also the director of Teaching and Training Department in Shanghai East Hospital, Tongji University School of Medicine, P. R. of China. During the long period of clinical and teaching career, she has accumulated rich experience of simulation education. As with responsibility for the administration of standardized residency training, she developed a special competence-oriented simulation education system for residents. This program got the Teaching Achievement Prize of Tongji University. She was elected to be Vice President of Greater China Network for Simulation in Healthcare (GCSim), Council Member of 1st Alliance of Chinese Simulation Education, Council Member of Chinese Simulation Society in Healthcare (CSSH), Executive Committee Member of Chinese Council for Graduate Medical Education (CCGME), Committee Member of Medical Modern Education Technician Branch, Society of Education, Chinese Medical Association, Committee Member of Chinese Society of Disaster Medicine (Second Term), Chinese Medical Association, Training Center Director of American Heart Association. She is dynamic in facilitating the international communication and collaboration in simulation education. For the deep interest and avocations in simulation-based-learning, she would like to spare no effort in implementing medical simulation education and connect the collaboration between China and whole world.

Abstract – Workshop - Assessment



Speaker: LAI Chit Ying

Professional Consultant
Department of Obstetrics and Gynaecology
The Chinese University of Hong Kong

Simulation Training and Assessment in Midwifery Education

Simulation becomes an integral part of the training and assessment within midwifery profession. Clinical simulation is a teaching and learning activity which is held in a controlled environment conducive to learning. It provides learners with a unique opportunity to practice hands-on skills and competencies and allow them to learn from mistakes without putting a woman or newborn at risk. Low fidelity models such as pelvis and doll are commonly used in training of basic midwifery skills such as normal delivery. High fidelity simulators providing visible, audible cues to guide the scenario are being used extensively in obstetric emergency drills such as postpartum haemorrhage and neonatal resuscitation. Use of standardized patients for clinical assessment have also been common in midwifery education. Standardized patient is the umbrella term for both a simulated patient and an actual patient. Actual patient is not appropriate for situation which may generate emotional response such as counseling assessment. High fidelity simulators are not always appropriate for some aspects of training such as vaginal breech delivery. A good choice of patients and simulators will fulfil maximum teaching and learning purpose without spending unnecessary manpower and financial resources.

Abstract – Workshop - Assessment



Speaker: LAW KW Helen

Associate Professor
Department of Health Technology & Informatics
Faculty of Health and Social Sciences
The Hong Kong Polytechnic University

The Use of Simulation for the Assessment of Teaching and Learning of Radiography

Radiography students have been exposed to case-based learning in numerous core subjects such as Foundation Pathology, Clinical Skills, and Medical Imaging Studies. We utilise real-life scenarios in our assessments both in written test and practical classes. In the teaching of clinical skills, students are given opportunities to practise emergency care skills on mannequins. Whereas, in the Medical Imaging practical examination, students are given some x-ray request forms and are required to handle the case from patient preparation to final positioning of the simulated “patient” represented by junior students. Simulations using real-life cases enhance the practical skills of students and bridge the gap between theories and actual practices.

After integrating the knowledge that they have gained in classroom and clinical arena, the students are being assessed in an exit examination. We employed the objective-structured clinical examination (OSCE) format consisting of 5 stations. The teaching team work closely to set the questions and analyse student performances. The experiences gained in the past 2 years inspired new ideas in the assessment designs enabling teachers to identify common weaknesses of the students. The curriculum and assessment methods will be reviewed constantly to ensure the quality and competence of our graduates.

Abstract – Workshop - Assessment



Speaker: WONG YH Janet

Associate Professor
School of Nursing, Faculty of Medicine
The University of Hong Kong

Using Rubrics as an Assessment and Debriefing Tool for Simulation Education in Nursing

Simulation-based learning has been used as an educational strategy of medical and nursing education because it provides an opportunity for students to amplify real experiences in a systematic and interactive manner and to learn without putting patients from unnecessary harm. In simulation learning, debriefing plays a vital role. Through providing feedback to students, they can generate new knowledge and develop critical thinking. In order to do a structured debriefing, in this study, we used Northeastern Illinois University Critical Thinking Rubric as a tool for assessment and debriefing for simulation education among 204 university students. Students were divided into intervention and control groups. Both groups performed two 20-minute simulation sessions individually with simulated patients and received a debriefing session. In the intervention group, rubric-based debriefing was used. Based on generalized estimating equation models, the intervention effect over time was found statistically significant ($\beta = 2.06$, 95% CI = 1.04 to 3.08) in enhancing students' critical thinking.

Abstract – Workshop - Assessment



Speaker: CHAN CL Richie

Assistant Professor
Department of Surgery, Faculty of Medicine
The University of Hong Kong

Simulation in Surgical Education

Surgeons traditionally achieve competence through an apprenticeship model of training, involving attainment of knowledge, skill, judgement, and professionalism. However, various pressures including increasing number of trainees, limited training materials, decrease in working hours, and ethical imperatives to protect patients have drastically changed the pedagogical approach to surgical training. The acquisition process of judgement and basic skills have gradually shifted from wards and operating rooms to surgical skill laboratories through the application of simulation. We will share our experience in applying simulation in different areas of surgical training, the difficulties we encountered, and our view on its role.

Abstract – Workshop - Assessment



Speaker: LEE WY Shara

Assistant Professor
Department of Health Technology & Informatics
Faculty of Health and Social Sciences
The Hong Kong Polytechnic University

Simulation for Radiation Therapy Education & Assessment

Simulation plays a vital role in the training of health professionals as it bridges the gap between knowledge and practical skills. Radiation therapists work in the acute care settings where knowledge and technical expertise, coupled with communication skills and teamwork are essential for successful management of cancer patients in a complex environment. We have recently incorporated problem-based learning with real-time, high-fidelity simulation for training our undergraduates in these skills.

Simulation-based formative and summative assessments are used to evaluate different aspects of skills at various stages of learning throughout the 4-year programme. We will share our experiences in the design of these assessment tools, which provided a fair and effective evaluation of both clinical skills and professionalism required for a radiation therapist.

Abstract – Workshop - Assessment



Speaker: CHOW Yu Fat

Consultant
Department of Anaesthesiology & Operating Theatre
Services, Queen Elizabeth Hospital

Immediate Past President
The Hong Kong College of Anaesthesiologists

Simulation for High Stake Assessment

Competency assessment for professional practice is always challenging. And whether simulation should be used for assessment is subject to debate. It is widely regarded that the patient outcome is linked intuitively to the abilities of healthcare professionals. Therefore, even though the advanced competencies of a specialist doctor are difficult to evaluate, having an effective assessment method especially the one that can eventually lead to more capable specialist doctors, remains a high priority.

The lecture shall share our College's experience using simulation to assess the ability of our potential specialist anaesthesiologists (examination candidates) to manage crisis. Positive and negative consequences, logistics, and areas of challenges are discussed.

Abstract – Workshop – Difficult debriefing

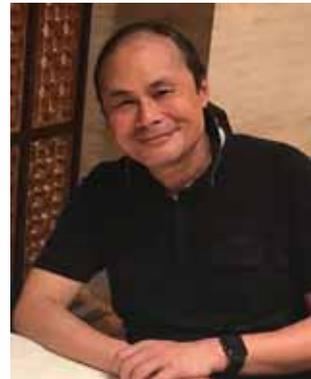


Speaker: Albert Chan

Associate Consultant
Department of Anaesthesia and Intensive Care
Prince of Wales Hospital Hong Kong

Speaker: So Hing Yu

Consultant
Department of Anaesthesia and Intensive Care
Prince of Wales Hospital



Speaker: George Wong

Department of Neurosurgery
Chinese University of Hong Kong

Speaker: Sara Cheung

Associate Consultant, Department of Anaesthesia
Pamela Youde Nethersole Eastern Hospital



Abstract – Workshop – Difficult debriefing

Difficult Debriefing

Debriefing is undeniably one of the most important aspects of simulation, in which learners reflect upon their actions and thoughts during the scenario and subsequently learn from them. As simulation based medical education becomes more prevalent, the spectrum of learners has become wider. It is almost inevitable that sometimes difficult situations come up during a debriefing that may affect the learning outcome. This workshop aims to address some of these difficult situations, and also as debriefers, what our contributions are. Through interactive discussions and role playing, participants will learn of ways to handle such difficult debriefings.

Abstract – Workshop – VR Pre-hospital Sim

**Speaker: Dr. Jacky Chan, Mr Kevin Cheung, Mr. Philip Ma,
Mr Alex Fung and HKAM ILCM VR Team**

VR Team Convenor, Hong Kong Academy of Medicine Hong Kong Jockey Club
Innovative Learning Center for Medicine (HKAM HKJC ILCM)

Prehospital Simulation via virtual reality

Virtual reality is widely used in healthcare simulation training. Pre-hospital command and coordination are one of the common application of virtual reality in education. The VR replace the table top exercise in the past. The first part is a theory session on the VR scenario design, roles of instructor and the STAR model for debriefing / After Action Review (AAR), limitation of using VR will be also discussed. The second part of the workshop, we will invite some participants to be the student in the VR environment. Instructors will guide the participants to complete the command and coordination scenario in the VR environment. Due to the time limitation, the outcome performance measure / of the VR simulation will be discussed in 9 Sep, 1530 - 1700 workshop - using video recording system as research tools.

HKAM HKJC ILCM VR team is a multidisciplinary professional team included doctors, nurses, allied health, police, fireman and paramedics. The team support the development, coordination and running virtual reality related courses in ILCM. Formula E Prix 2016 command and coordination training is one of the signature project for the VR team.

Abstract – Workshop – Simulation AV system

Speaker: Gary Tsang, Simon Li

Simulation AV system boot camp: Audio issue and system trouble shooting

This workshop is intended to let the participants have an overall idea about different AV setup in a simulation center and shared the experience to solve the AV problems during simulation training.

Many users would do the video recording for simulation training and use it as live broadcast and one of the key tools for debriefing. However, many users encountered different video and audio problems during the recording and broadcasting. After going through this workshop, the users would be able to identify the major reasons of the AV system problem and learn how these problems could be prevented and solved.

Abstract – Workshop - Technology Advances in Medical Education



Speaker: Indie Chung

Instructional Design Specialist
The Hong Kong Polytechnic University

Instructional Technology to Engage Students: Flipped Classroom, Clickers, MOOC Implementation in Large University Class

Instructional technology plays a crucial role in the changing landscape of higher education. More and more teachers are trying to adopt technology-enhanced active learning approaches in healthcare training. At the Hong Kong Polytechnic University, educators are using flipped classroom and interactive Student Response System (SRS, or called “Clickers”) together targeted to actively involve their students. The teaching team also developed a Massive Open Online Course (MOOC), and use the materials to apply in the class on campus. The effectiveness of these newly combined practices and students’ perception of these implementation is investigated recently. Finally, potential of technologies such as Augmented Reality (AR), Virtual Reality (VR) in medical education will also be discussed.

Indie Chung is an Instructional Design Specialist at the Hong Kong Polytechnic University. He is responsible for promoting the effective and integrative use of educational technologies for enhancing teaching and learning at the University such as Learning Management (LMS), Massive Open Online Courses (MOOCs), Flipped and Student-Centered Learning, Creative Use of Social Media, Edutainment to promote Student Engagement. He also provides consultation and expertise to subject experts and e-learning project teams on effective application of online pedagogy and instructional design in the development of e-learning materials and online instructional systems.

Indie graduated from the University of Oxford with a Master in Research Methods in Psychology as a British Chevening Scholar. He is now a doctoral candidate in Education at the University of Bristol. He has more than 10 years of teaching experience at tertiary institutions in Hong Kong. He also has experience in creative industry, including media and advertising. Before he joined the Hong Kong Polytechnic University, he worked at the New York Times as the Head of Education (Asia Pacific).

Abstract – Workshop - Technology Advances in Medical Education



Speaker: Dr. Benson Lau

Assistant Professor, The Hong Kong Polytechnic University

E-learning and flipped classroom: what do the students say?

E-learning and flipped classroom has become important elements of teaching and learning in tertiary education, which is partly benefited by the rapid development of information technology, increasing willingness to adopt technological elements in teaching and the availability of consumer digital products. While in general the new teaching method is assumed to be attractive to the learners and facilitative to the learning process, concrete conclusions on the learner's opinion on the above aspects remain elusive. In this minisymposium, feedback of students who attend university courses with embedded e-learning elements will be discussed, which would reveal the perception of learners and the impact on learning brought by the evolution of the teaching pedagogy. Specific issues in the implementation, from the learner's perspective, will be also discussed.

After the completion of his undergraduate degree in occupational therapy, Dr Lau further pursued his postgraduate studies at the University of Hong Kong. During his research training, he found a particular interest in the biological basis of behaviour, which later became his major research theme. After obtaining the PhD degree, Dr Lau continued his research work of behavioral neuroscience in the department of anatomy at HKU as a postdoctoral fellow.

The research interest of Dr Lau is to elucidate the importance of neuroplasticity in emotions and behaviors. Using animal models which simulate emotional and behavioural symptoms including depression, anxiety, phobia and sexual dysfunction, Dr. Lau's study explore the neurological basis of these symptoms and the mechanisms underlying the respective treatment methods, especially rehabilitation treatment modalities.

Dr Lau's works show that intact adult neurogenesis (production of new neurons in the adult brain) is required for male rats to display normal emotional and sexual behavior, while the new neurons may be important in mediating pro-sexual or therapeutic effect of pharmaceutical agents. These pre-clinical findings will help to define new potential therapeutic target, to facilitate the development of new treatment options of neurological/psychiatric conditions and to provide scientific basis of current treatment methods.

Abstract – Workshop - Technology Advances in Medical Education



Speaker: Dr. Thomas Choi

Associate Professor
Hong Kong Polytechnic University

Issues and Challenges of Virtual Realty Healthcare Simulations

Virtual reality has emerged as an enabling technology to digitally simulate the physical world in the cyberspace, where realistic interactions can be made in the virtual environments created. In health care, virtual reality simulations have been used for medical training or planning, patient education, diagnosis and treatment. Being risk-free, autonomous and customizable are among the advantages of virtual training systems. While the technology has become more mature in recent years, developing effective simulation for education purposes remains a challenge. In this talk, the benefits of virtual reality based simulations for healthcare will be reviewed, whereas issues regarding the level of realism of virtual environments and interaction, their ability to render experiential learning experience, and the validation of their effectiveness evidence will be discussed.

Dr. CHOI Kup-Sze (Thomas) received a B.Sc.(Hons) degree in Applied Physics, an M.Phil. degree in Electronic Engineering and a Ph.D. degree in Computer Science and Engineering. He is currently an Associate Professor of the School of Nursing, The Hong Kong Polytechnic University, as well as the Director of the Centre for Smart Health and the PolyU-Henry G. Leong Mobile Integrative Health Centre. Thomas has been engaging in multidisciplinary research in virtual reality healthcare simulations since 2000, from surgical simulators, rehabilitation simulation to nursing skills training systems. His invention of haptic platform for occupational rehabilitation was awarded a silver medal in the 42nd International Exhibition of Innovations of Geneva, Switzerland, 2014. His recent project on virtual nasogastric tube placement received considerable attention from the healthcare industry and the media.

Abstract – Workshop - Technology Advances in Medical Education



Speaker: Dr. Shirley Ngai

Assistant Professor
The Hong Kong Polytechnic University

Incorporating simulation in discipline specific teaching

Integration of knowledge and practical skills acquired in classroom learning to clinical practice is important in healthcare education. To provide effective management to patients, repetitive hands-on practice and clinical reasoning training are crucial to students before working on real patients. Simulation practice, therefore, provides an excellent platform for students to keep practicing until reaching satisfactory performance while not doing harms to patients. Simulation is widely used in the teaching curriculum of medicine and nursing programme. However, its use in allied health education is still in developing stage. In this seminar, the incorporation of medical simulation as a strategy in discipline specific teaching will be discussed.

Dr. Shirley Ngai is Assistant Professor of the Hong Kong Polytechnic University. Her expertise in teaching and research is in the field of Cardiopulmonary Physiotherapy. Shirley was the recipient of Australian Endeavour Research Fellowship in 2011 and Asian Pacific Society of Respiratory (APSR) short term research fellowship in 2013 for pursuing research studies at the Royal Prince Alfred Hospital and University of Sydney for research studies specialized in airway obstructive diseases. Shirley is enthusiastic in education and links up clinical research into academic teaching. She adopts innovative teaching pedagogies and incorporates medical simulation into undergraduate teaching to enhance students' learning and translation of knowledge and skills learnt in classroom into clinical practice. Shirley involved in different learning and teaching grants to promote active learning and using simulation in teaching. She was the recipient of several prestigious teaching awards including Department of Rehabilitation Sciences teaching award (2013/14), Faculty award for outstanding performance in teaching (FHSS) (2013/14) and 2016 UGC Teaching Award (Early Career Faculty Member).

Abstract – Workshop - Assessment



Speaker: Dr Veronika Schoeb

Assistant Professor
Department of Rehabilitation Sciences
Hong Kong Polytechnic University

Educational approaches and technology to enhance health professionals’ skills required for collaborative practice

Interprofessional collaboration in healthcare has become increasingly important. While medical simulation might be one possible approach to enhance health professionals’ interactive and communication skills, other educational interventions, such as face-to-face workshops using real-time empirical findings or SPOCs (Small Private Online Courses), might help prepare professionals for their day-to-day work as health care team members. The presentation will provide insights into these innovative educational technologies that were tested during a knowledge transfer initiative in a research project on communication skills. Video-recordings collected for data analysis were prepared for these educational initiatives, either as part of workshops, or as a foundation for an online module for health professionals.

Dr Veronika Schoeb, a trained physiotherapist from Switzerland, currently performs as Assistant Professor at the Hong Kong Polytechnic University. She holds post-graduate diplomas in musculoskeletal physiotherapy and women’s health, and received her PhD in Sociology and Social Policy from the University of Nottingham, UK. Her research interest lies in addressing sociological issues in healthcare settings, investigating patient participation within healthcare consultations and communication practices in interprofessional settings. Having lived and worked in various countries, she has recently started to investigate the concept of culture in healthcare consultations. She has expertise in qualitative and mixed methods research and as a health professional and sociologist is able to bridge the two domains.

Abstract – Workshop - Debriefing



Speaker: Dr Timothy Brake

Senior Medical Officer, Department of Anaesthesiology,
Pain Medicine and Operating Services
United Christian Hospital

Chairman Hong Kong Society for Simulation in Healthcare
Co-chair Organising Committee HKSSIH ASM 2017

Enhance your debriefing through self, peer and student feedback with the use of DASH

The Debriefing Assessment for simulation in Healthcare (DASH) tool was designed by the Centre for Medical Simulation in Boston. It can be used to assess a debriefing by self, peer and student rating roles. DASH is available for download online in various versions together with a Rater Handbook.

<https://harvardmedsim.org/debriefing-assessment-for-simulation-in-healthcare-dash/>

The workshop will be presented in English and Chinese. We will be introducing a new translation of the DASH into simplified Chinese and providing Chinese support.

The Intended Learning Objectives of this workshop are to familiarise participants with DASH, apply the DASH for video based debriefing, use DASH to give feedback and to plan how to use DASH in the future to enhance debriefing.

Dr Timothy Brake is a specialist in Anaesthesia and Pain Management. He is also a “simulationist”.

He is the director of the Effective Management of Anaesthetic Crisis course in Hong Kong and director of the Hong Kong Simulation Instructor course. He is faculty for the Comprehensive Simulation Educator Course and is on the working group for the Debriefing Course for the HKJC ILCM. He is the Centre director for Basic Skills Simulation for Residents, and faculty for Crew Resource Management and ACLS jn KEC.

He was a Visiting Scholar in 2015 to the Centre for Medical Simulation in Boston, USA. He has an interest on the influence of National Culture in simulation. Publications include: T Brake. The impact of culture on simulation based medical education. Australasian Anaesthesia 2013. ANZCA. Presentations include: The influence of culture on simulation. Asia Pacific Meeting of Society for Simulation in Healthcare 2011.

Abstract – Workshop - Research



Speaker: Dr. Jacky Chan

Chairman, Greater China Network for Simulation in Healthcare

Using video recording system as research tools

Video recording involved in those simulation educations. Other than using in debriefing, the videos provide a very rich performance measurement data for research use. With the technology advance, some video recording system provided a platform for some simple big-data processing. First part of the workshop is a theory session on some basic research knowledge and big data processing methodologies. In second part of the workshop, few participants will be invited to use two different recording systems, for adding annotation / text (coding) to the video, and then generate the reports. And finally, there will be demonstration for how to use these report / data for research and performance measurement use.

Dr. Jacky Chan received his doctoral of Nursing and Bachelor of Nursing in the University of Hong Kong, master degree in prehospital and Emergency Care from The Chinese University of Hong Kong with 1st place. His research focus on using simulation in nursing education and prehospital care He had 14 full paper and abstract published in international medical journal and edited 3 first aid / trauma textbook. He completed his simulation instructor training at Stanford university at 2010 and join the research committee and accreditation reviewer of the Society of simulation in healthcare (SSH).

Jacky work with different teaching team, to design and provide different kinds of simulation training for doctors, nurses, paramedics and special units in the Hong Kong Police Force. Jacky is the Hong Kong Chapter Coordinator of International Trauma Life Support (ITLS), BLS / ACLS / PALS Greater China Regional Faculty of American Heart Association, ASLS Faculty of the university of Miami GCRME centre, NAEMT PHTLS Instructor, Hong Kong St john ambulance first aid lecturer and GCSim trauma make-up instructor. Jacky also support Paedatricians in Hong Kong, to design and coordinate the American Academy of Pediatric (AAP) NRP , STABLE and NETS courses.

Abstract – Workshop – Technical repair

Speaker: Duk Lung Chan

Technical Consultant

SimMan 3G – A Tour of the Simulator Inside

This workshop is intended to let the participants to have an understanding of the inside components of the SimMan 3G simulator, the flag-ship patient simulator from Laerdal.

To most users, SimMan 3G is a complex simulator with a lot of functions and is difficult to repair or diagnose if problem occurs. After going through this workshop, the users would be able to identify the major internal components, their inter-connections and the logic behind. This would help them find out problem more easily and faster. Moreover they would also learn how to take proper care of the manikin so they can keep the manikin in good and reliable condition for longer usage.

Duk Lung Chan is a technical consultant from Laerdal Technical Services. He has been working in Laerdal for more than 10 years. He is mainly responsible for the services and supports of high-end simulators. Since the introduction of SimMan 3G to Hong Kong market a few years ago, he has collaborated with the Hong Kong distributor to provide the necessary professional services and supports to the users to ensure all the simulator systems are working effectively.

Abstract – Workshop - SP



Speaker: Prof. Debra Nestel

Professor of Simulation Education in Healthcare
Monash University, and Professor of Surgical Education
Department of Surgery, University of Melbourne, Australia

Working with simulated patients in high stakes assessments

Simulated/standardized patients (SPs) are the human exam question in high stakes assessments such as the Objective Structured Clinical Examinations (OSCEs). SPs need to present the question (patient portrayal) in a standardized manner to provide the opportunity for reliable assessment inferences, ensuring the defensibility of the assessment. In this workshop, scholarly and practical approaches to preparing SPs for role portrayal in high stakes assessments will be shared. A systematic approach to ensuring assessment readiness of SPs, based on the concept of deliberate practice will be described. Participants will be provided with resources that support the process of standardization.

Debra Nestel is Professor of Simulation Education in Healthcare, Monash University, and Professor of Surgical Education, Department of Surgery, University of Melbourne, Australia. Debra is Editor in Chief, *Advances in Simulation* (www.advancesinsimulation.com), the journal of the Society in Europe for Simulation Applied to Medicine (SESAM). She is program lead for the Graduate Programs in Surgical Education (Department of Surgery, University of Melbourne and Royal Australasian College of Surgeons) and the Graduate Programs in Surgical Science (Department of Surgery, University of Melbourne). Debra leads a national program for simulation educators – NHET-Sim (www.nhet-sim.edu.au) and a virtual network in simulated patient methodology (<http://www.simulatedpatientnetwork.org/>). Debra completed her PhD at the University of Hong Kong (1997). Debra has published over 150 peer-reviewed papers in health professions education, edited books on simulated patient methodology (2015), healthcare simulation (2017), surgical education (late 2017) and is working with colleagues on an edited book on research methods for healthcare simulation (late 2018) https://www.researchgate.net/profile/Debra_Nestel

Abstract – Workshop - Nursing



Speaker: Prof Cho Lee Wong

Assistant Professor, The Nethersole School of Nursing
The Chinese University of Hong Kong

Adopting Simulation-based Pedagogy in Teaching Advanced Cardiac Life Support

Stimulation-based learning is an innovative teaching strategy for nursing students to practice skills in a safe and controlled environment. Those skills not appropriate for learning and practicing in the real clinical setting because of ethical concerns about protecting the safety and best interest of patients are most suitable to be practiced under a stimulated environment. Timely management of cardiac arrest are essential to increase survival rate of patients, however, inexperienced nursing students may not have the opportunity to practice the skills or get involved in managing such critical crisis in a real situation. Therefore, simulation-based pedagogy has been adopted in our institution for Advanced Cardiac Life Support (ACLS) training to enable students to practice the skills and obtain relevant experience. This presentation will describe how we implement such pedagogy in teaching ACLS. Recommendations for further use will also be discussed.

Professor Wong received her Bachelor of Nursing and Doctor of Philosophy in Nursing from The Chinese University of Hong Kong. She is interested in using innovative technology in her research and teaching. Recently, she obtained a Micro-Module Courseware Development Grant from the Chinese University of Hong Kong to develop micro-modules for flipped classroom. She also obtained a grant of HK\$1.7 million to develop a multimedia educational intervention to promote pneumoconiosis prevention among South Asian construction workers in Hong Kong. Professor Wong teaches both undergraduate and postgraduate programmes, and has received Teacher of the Year Award (Faculty of Medicine, CUHK) for five times. She is also a member of the School team in winning the University Education Award 2016.

Abstract – Workshop - Nursing



Speaker: Dr. Veronica Lam Suk Fun

Senior Lecturer

The use of simulation activity in classroom teaching to enhance students' satisfaction and self-confidence in learning

Background

Teaching a large class size in nursing education is always a challenge to teachers. The challenges may result in students do not get to know each other well, high absenteeism (Gibbs & Jenkins, 2014) and passive (Bigg & Tang, 2011). Additionally, large class teaching may also affect nursing students to bridge between theory and practice and eventually affect their confidence in real clinical practice (Flood & Robinia, 2014). Therefore, exploring other type of teaching strategies, e.g. integration simulation scenario into lecture are needed to minimize the challenges in large class teaching. The purpose of this study is to evaluate an interactive simulation teaching in (1) increase students' satisfaction and (2) increase students' confidence in clinical learning.

Method

This study is an action research. All Bachelor of Nursing students enrolled in the Nursing Care of the Adult I Course (n=220) were invited to participate in the study and they were divided into 3 groups. Three students per group, whom were supervised by an Assistant Lecturer, was assigned to take care a simulated patient with acute asthmatic attack. Other students were the observers through a real-time broadcasting from the AV system and they were required to choose the nursing action, via the mentimeter, to the simulated patient who had been pre-set with some clinical problems. The vital parameter of the simulated patient would be changed according to observers' decision. After the simulation activity, the principal investigator provided the theoretical input related to asthma disease followed by a debriefing. The NLN Student Satisfactory and self-confidence in Learning Questionnaire was used to measure students' satisfaction (five items, with the total score of 25) and self-confidence in learning (eight items, with the total score of 40).

Results

144 out of 220 students agreed to participate in this study. The mean of satisfaction with current learning is 17.85 (SD 4.1) and the mean of students self-confidence in learning was 29.75 (SD 4.07). Results of the study showed that students overall satisfaction and self-confidence in this study was about 70%. Majority of the students enjoyed this teaching method and some even requested more simulation scenarios teaching as this teaching strategy is interactive and students are not only the audiences. Some students expressed that

they were less scared and knew what to do when they encounter patients with similar problems in clinical area. The students who graded low were mainly because of the technical problem, e.g. some students in particular area of the laboratory expressed that they could not hear the conversation between their fellow students and the simulated patient clearly.

Summary

Engaging students in large class teaching and learning is challenges, but using simulation may enhance students' participation and increase their self-confidence in clinical practice. Simulation teaching can offer a creative approach to learning for nursing students.

Dr. Veronica Lam is the Senior Lecturer and Programme Director of (Part-time) Programme for Enrolled Nurses of the School of Nursing in the University of Hong Kong. She obtained her Doctoral degree in 2014 and received her Master of Nursing in Professional studies in UTS in 2000. In addition, she received her MHS in University of NSW and BAppSc (Nursing) in University of Sydney. Veronica is a Registered Nurse and specializes in Paediatric and Neonatal ICU Nursing. She worked in P&NICU in HK and Sydney for many years and has joined the academic field for more than 10 years.

Veronica involved in simulation teaching and currently she is the chairperson of the Quality and Safety Sub-committee in the School of Nursing which focuses on using Simulation activities to promote quality and safety nursing care for nursing students. Besides simulation teaching, Veronica also engages in inter-professional teaching and has been invited to be a member in Bau Institute of Medical and Health Sciences Education.

Abstract – Workshop - Nursing



Speaker: Dr. Baljit Kaur Gill

Senior Lecturer

Educators Considerations and Planning in Immersing and Implementing Human Patient Simulation (HPS) into Nursing Curriculum

Evolution of nursing education had incorporated different kind of teaching and learning strategies used in nursing curriculum. In the past, nursing education is mostly implemented using lecture-based theoretical components and practicing nursing skills in clinical settings.

Human Patient Simulation (HPS) had been introduced and adopted in nursing curriculum. It helps to provide nursing students with immersive, reality-based clinical experiences (Bearson & Wiker, 2005; Yeager, Halamek, Coyle, Murphy & Anderson 2004). HPS helps the learner to acquire essential skills in an environment closely representing reality which do not endanger the learner and the client.

Dr. Baljit Kaur Gill is a Senior Lecturer in the Open University of Hong Kong. She has extensive teaching and research experience in higher education institute. She is well equipped and knowledgeable of applying Human Patient Simulation (HPS) teaching and learning in different healthcare curriculum especially in nursing curriculum. She has expertise in designing various HPS scenarios for different level of learners and had also developed culturally specific simulation evaluation scales in Chinese for Chinese simulation users. She has secured more than five researches funding on human patient simulation and has over 15 oral presentation and publication on simulation in both local and overseas conferences.

Abstract – Workshop - Nursing



Speaker: Dr. HUNG Shuk Yu, Maria

Associate Professor
Tung Wah College

Experience on Implementation of Simulation in Disaster Education

Numerous studies have shown that simulation-based training can improve trainees' clinical knowledge and skills, self-confidence, motivation to learn, critical thinking as well as clinical competence. Simulation exercise can be an effective training method for disaster education and emergency management. Following a major incident with multiple casualties, there is an urgent need to conduct field triage at the scene to increase the survival chance of the victims. A 10-minute simulation exercise using a major traffic accident as a scenario was organized for large cohorts of undergraduate nursing students who enrolled for Trauma and Disaster Nursing subject to enhance their skill and confidence in performing field triage. Theoretical input and scenario discussion of field triage were provided during lecture and tutorial sessions respectively. There were 291 nursing students enrolled in the nursing subject whereas 261 students participated in the field triage simulation exercise. Most of the students (70.1%) correctly triaged more than 10 out of 12 assigned cases. Focus group interview results showed that most participants enjoyed the impressive simulation experience and appreciated learning from the 'reality.' Through the simulation exercise, they could understand what and how to do in the real situation which further enhances their critical thinking and decision making.

Dr. Maria Hung is currently Associate Professor of School of Nursing at Tung Wah College. She served as a teaching faculty at The Chinese University of Hong Kong and The Hong Kong Polytechnic University since 2001. Before joining as a teaching faculty in tertiary education institutions, Maria has more than 15 years clinical nursing experience in hospitals. Maria has developed research interests in emergency care, disaster education, and mental health first aid training. Also, she is actively involved in various professional training and community volunteer service.

Abstract – Workshop - Nursing



Speaker: Dr Vico C L Chiang

Associate Professor, School of Nursing
The Hong Kong Polytechnic University

Ways to Integrate Simulation to Problem-based Learning

Since the pioneering of problem-based learning (PBL) in medical education about two decades ago, PBL has gained popularity in many health care and other disciplines over the world. Meanwhile, the benefits of simulation in learning have been well recognized in nursing as being safe, able to standardize teaching and assessment for repeating practice of students, good for self-paced learning and social and communication skills development. The ideas in merging simulation to PBL, or 'simulation as PBL', have been investigated, discussed, and applied since a decade ago. The primary purpose of this paper is to outline the ways to integrate simulation learning and teaching into PBL. Early use of the simulation in learning and teaching helps students to recognize their deficiencies in the related disciplines, and their potentials for improving knowledge and skills. Simulation can be a realistic, experiential, and interactive teaching strategy based on ill-defined problems in reality which is a good trigger for learning in PBL. To achieve the best outcomes of 'simulation as PBL', students and teachers need to be well prepared with available resources. The ways of integrating simulation to PBL and the anticipated ultimate outcomes of learners after 'simulation as PBL' are proposed and discussed.

Dr Chiang is an Associate Professor in the School of Nursing, The Hong Kong Polytechnic University. He obtained his PhD from the University of Newcastle (Australia) with a grounded theory study on the informal support of family caregivers being provided to critically ill patients in ICU and during their recovery. He has further developed his interests in studying psychosocial support and mental health of family in the lifespan across different settings like the hospital and community. His other research interests and work are in nursing education and disaster care. He is an adjunct lecturer of the International Nursing Development (Tokyo Medical & Dental University, Japan); an editorial board member of Chinese Nursing Research journal; the Chief Editor of HKACCN (Hong Kong Society of Critical Care Nurses) Newsletter; and an editorial board member and a member of the Board of Directors for the Journal of Problem Based Learning (JPBL) published in South Korea. He is also an Executive Committee member of the Hong Kong Society of Nursing Education (HKSNE) since 2006.

Abstract – Workshop - Management



Speaker: Chi Chen, M.D., Ph.D.

Director of Teaching and Training Department
Shanghai East Hospital, Tongji University School of Medicine

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Chi Chen is an associate professor of gastroenterology, also the director of Teaching and Training Department in Shanghai East Hospital, Tongji University School of Medicine, P. R. of China. During the long period of clinical and teaching career, she has accumulated rich experience of simulation education. As with responsibility for the administration of standardized residency training, she developed a special competence-oriented simulation education system for residents. This program got the Teaching Achievement Prize of Tongji University. She was elected to be Vice President of Greater China Network for Simulation in Healthcare (GCSim), Council Member of 1st Alliance of Chinese Simulation Education, Council Member of Chinese Simulation Society in Healthcare (CSSH), Executive Committee Member of Chinese Council for Graduate Medical Education (CCGME), Committee Member of Medical Modern Education Technician Branch, Society of Education, Chinese Medical Association, Committee Member of Chinese Society of Disaster Medicine (Second Term), Chinese Medical Association, Training Center Director of American Heart Association. She is dynamic in facilitating the international communication and collaboration in simulation education. For the deep interest and avocations in simulation-based-learning, she would like to spare no effort in implementing medical simulation education and connect the collaboration between China and whole world.

Abstract – Workshop - CASIM

**Speaker: Ms Yvonne Jen, Miss Jazz Leung, Miss Canus Lo
Miss Lucy Wong, Ms Karen Ho**

Greater China Network for Simulation in Healthcare Casualty Simulation Unit
(GCS CASIM UNIT)

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HKSSiH ASM 2017 OC

Special thanks to our organizing committee team:

Tim Brake

Patricia Kan

Chan Chun Kit Jacky

Alan Ngan

Ngai Pui Ching Shirley

Stanley Choi

Cheng King Lik Erick

Chan Albert Kam Ming

Chow Yu Fat

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Lau Wul Man Benson

Cheung Sze Keung Kevin

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Baljit Kaur

Thank you and see you next year!!!

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References: ¹ Mahmoud, NA et al, Anaesthesia 2001; 56: 171-182 ² Dexter, F et al, Anesthesia & Analgesia, 2010; Vol 110, No 2: 570-580 ³ McKay, RE et al, British Journal of Anaesthesia 2010; 104 (2): 175-82 ⁴ Tang, J et al, Anesthesia & Analgesia 2001; 92:95-9 ⁵ Eshima, RW et al, Anesthesia & Analgesia, 2003; 96:701-5

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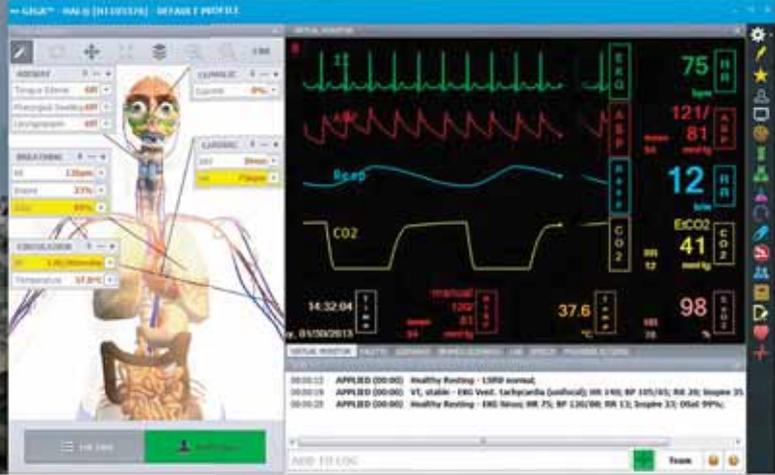
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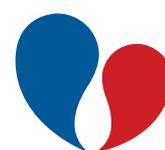
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TestChest®

Respiratory Flight Simulator



Break-through TestChest provides a break-through in training by realistically simulating pulmonary mechanics, gas exchange and hemodynamic response from normal spontaneous breathing to mechanically ventilated severely diseased lungs.

Sophisticated TestChest combines the simplicity of a physical model with the sophistication of advanced mathematical modelling to provide the feeling of a real patient's condition on mechanical ventilation.

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Problem Based Learning Thus, TestChest is the key to modern learning concepts like Problem Based Learning and Student Activated Learning.

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