



The role of simulation in education and training in neonatal care

van den Hoogen A, Johnston L, Roehr CC, Gözen D, Mannix T, Kühn T, Panas M, Petty J, Schlembach D, Simeone N, Stoniene D, Tency I

Statement of the standard

All healthcare professionals develop and maintain competencies to provide safe and effective care through regular simulation-based learning.



For parents and family

- Parents and families are involved in development, delivery and as recipients of simulation scenarios by healthcare professionals.



For healthcare professionals

- Simulation training is attended by all healthcare professionals.



For neonatal unit

- Repeated simulation sessions; digital, in-person or hybrid are incorporated in the training programmes.



For education provider

- Undergraduate (bachelor) and graduate (master) programmes incorporate simulation in curricula by a hybrid (blended) approach incorporating both classroom and digital methods.
- Parents are given the opportunity to be engaged in the delivery of simulation scenarios.

Benefits

- Effective assessment tool for performance and competency of individual clinicians and teams
- Effective adjunct to actual clinical practice
- Powerful assessment tool for research and evaluation, concerning organisational practices (patient care protocols) and for the investigation of human factors
- Efficient tool for changing the culture of healthcare to be more safety oriented, by training clinicians in practices that enact the desired “culture of safety”
- Facilitated exchange and collaboration between experienced clinicians and healthcare administrators and experts on human factors, organisational behaviour, or institutional change



For hospitals

- Simulation training is ensured.
- Facilities, equipment and instructors for simulation are provided.



For health service

- Nationwide education programmes incorporating simulation techniques are established and regularly updated.

