

Rio Verde Fire Skills and Simulation-based Training

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Problem Identification

- Small departments with low call volumes do not have adequate opportunities to perform skills or access their knowledge and ability.
- Training is required to stay proficient.
- Simulation training allows integration of these skills into real life scenarios allowing providers to test their knowledge base, and abilities.

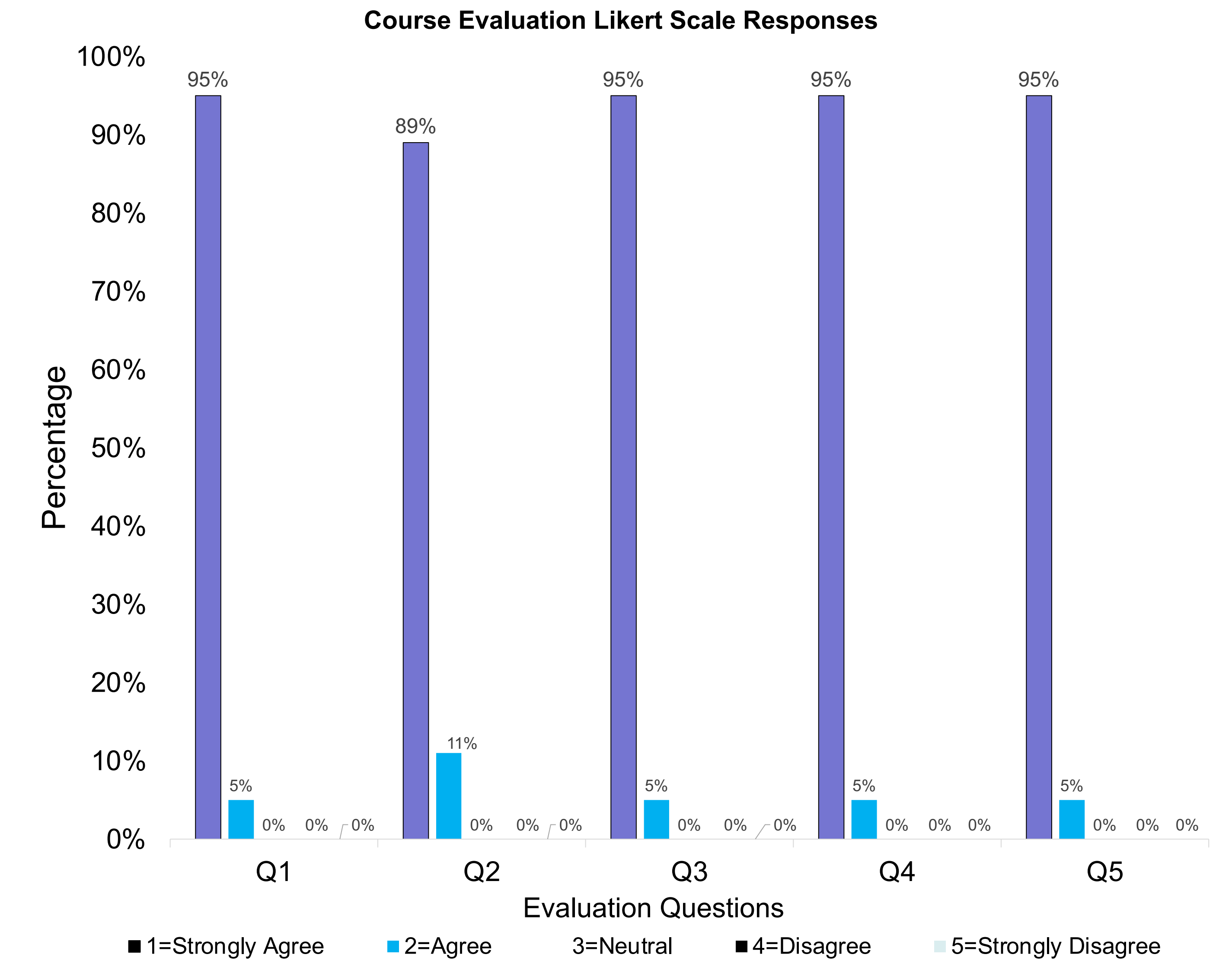
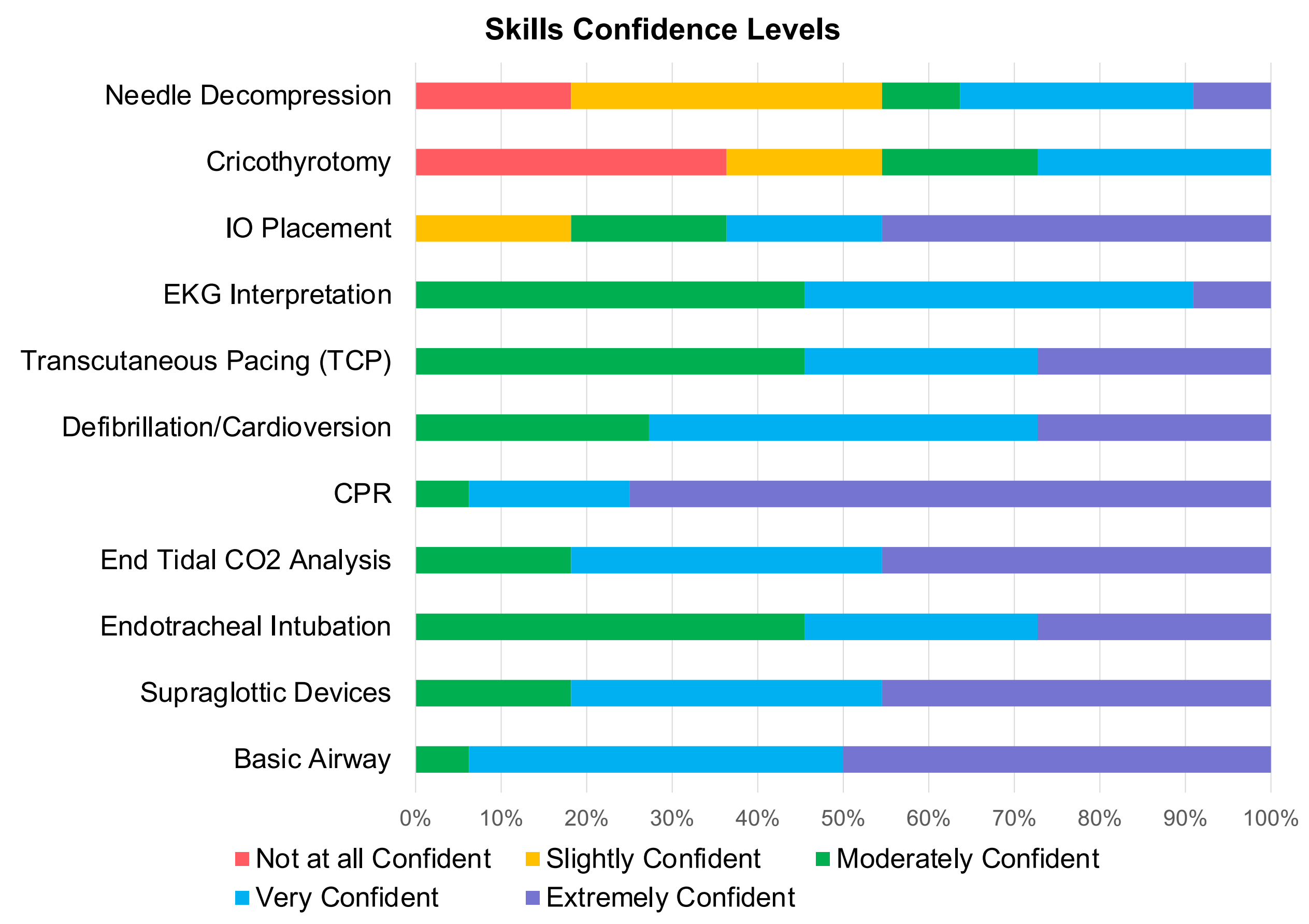
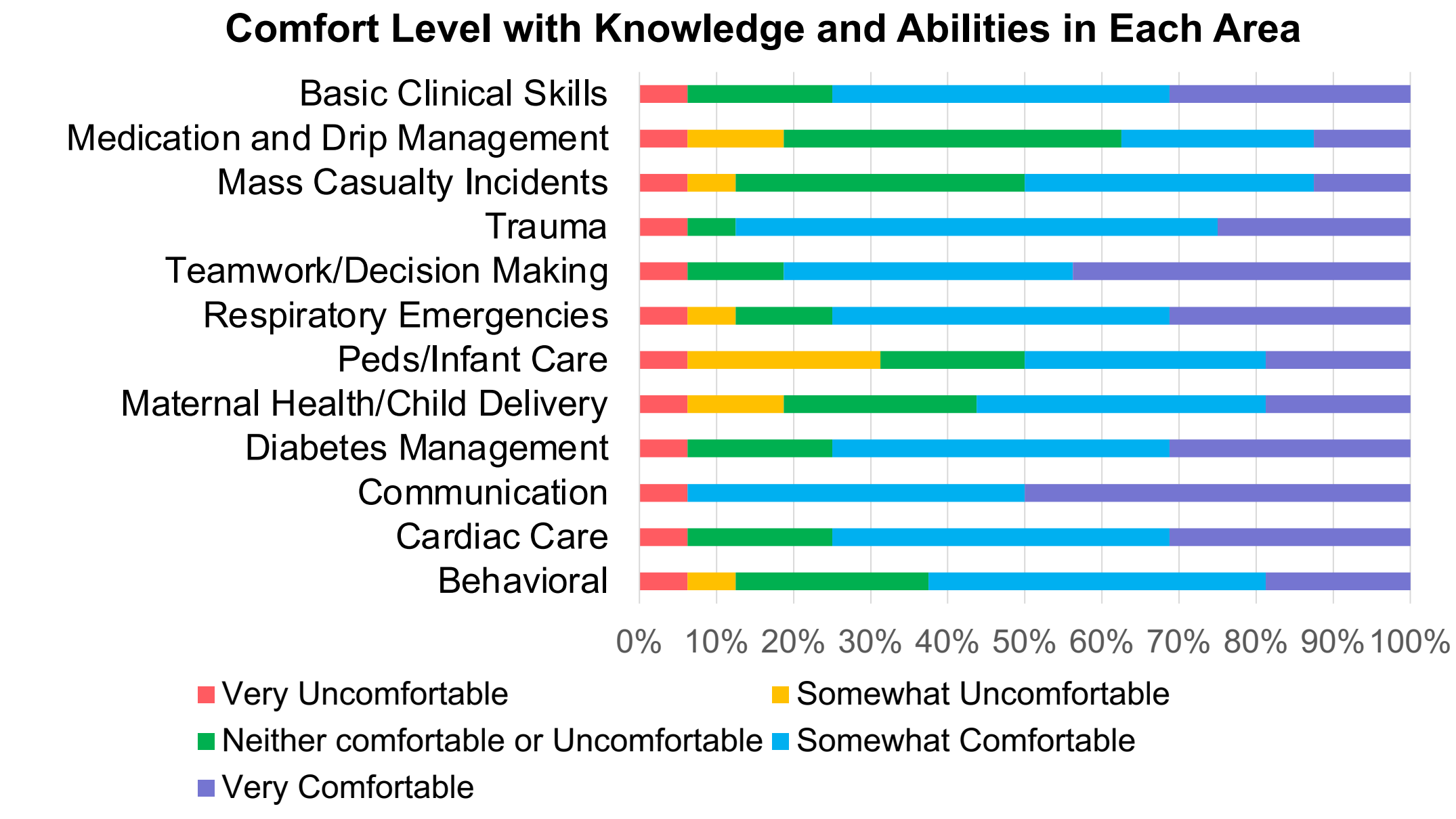
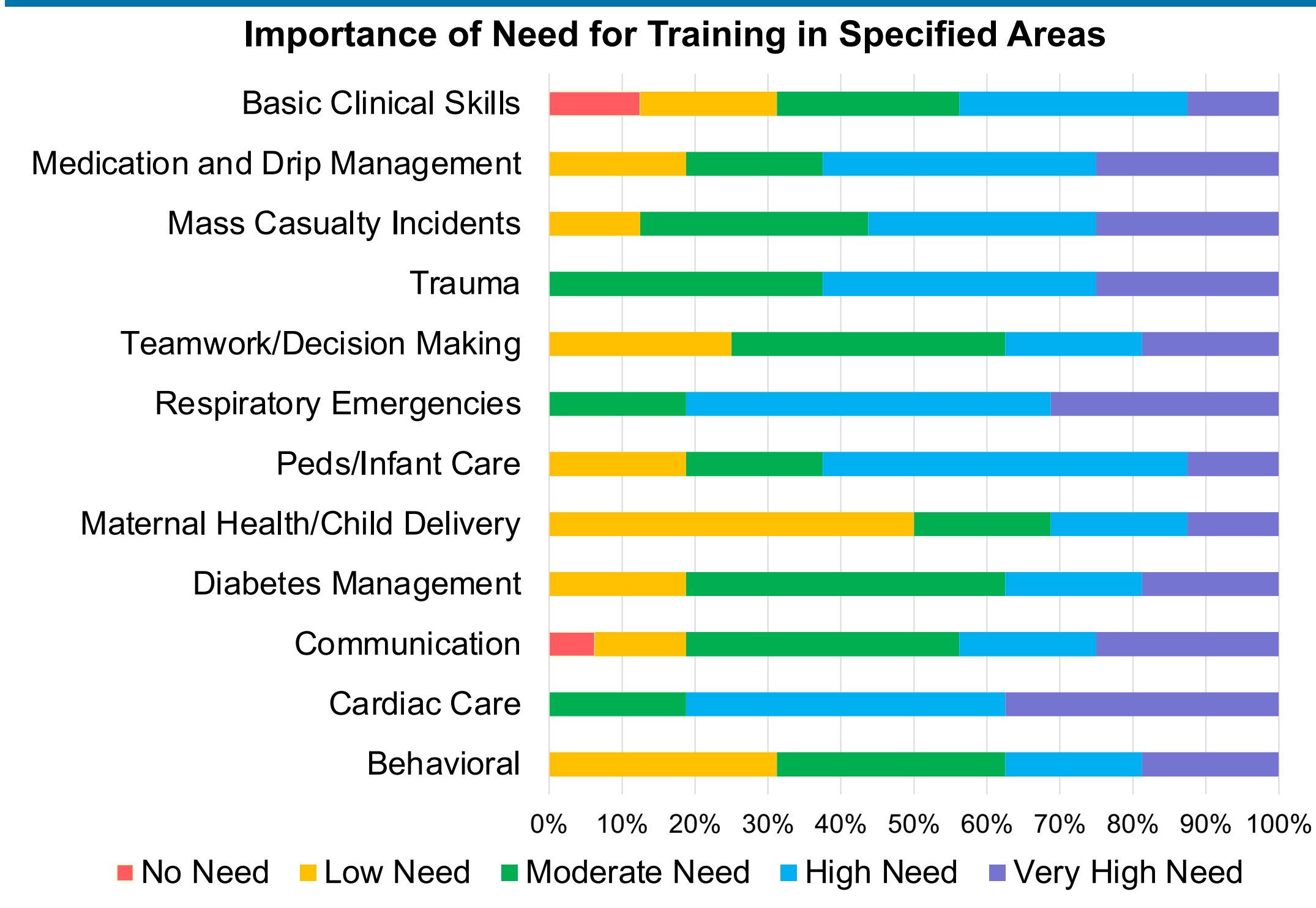
Needs Assessment

- A survey based off a previously published methodology* was sent to the entire full-time EMS staff (BLS and ALS) of the fire district asking the importance of training in 12 individual areas, as well as comfort of ability levels in those areas.
- Additional information was requested about 11 distinct BLS and ALS skills, ranking importance and perceived competence.
- Responses were used to determine which skills to include in the training, as well as guidance regarding scenario topics.

Training Goals and Objectives

- Recognize respiratory distress and demonstrate proper BLS and ALS airway techniques.
- Recognize tension pneumothorax and demonstrate proper technique and placement for needle decompression.
- Assess need for IO access and demonstrate proper placement of humeral and tibial IO catheter.
- Acknowledge indications for failed airway and demonstrate proper techniques for open and needle cricothyrotomy.
- Recognize need for TCP and perform properly.

Charts



- Course Evaluation Questions**
1. I understood the learning objectives.
 2. I achieved the learning objectives.
 3. The scenarios were appropriate for my learning goals.
 4. The debriefing session was effective.
 5. The instructor provided feedback to the learners in a non-threatening manner.

Educational Strategies

- Didactics
 - Pre-course videos of all skills were sent for review prior to teaching dates.
- Skills lab
 - Supervised assessment at each station.
- Simulation training
 - Incorporation of skills into two realistic scenarios.

Implementation

- Personnel were split by crew to attend one of two sessions.
- They were further divided into small groups for each of the four proctored skills stations.
- After completing the skills stations, the participants were placed in their usual crews to perform a simulation scenario, utilizing those skills, that was viewed by the entire group and then debriefed in a safe environment.

Evaluation

- Direct observations of performance during skills and scenarios using a checklist.
- Performance of skills application during simulation scenarios with direct feedback.
- Participant evaluation form regarding effectiveness of the experience and recommendation for future opportunities.
- Planned reviews of ePCRs and further scenarios to access learning and behavior changes.

*Webbi et al. Advances in Simulation (2018)3:22