



Position Statement on Simulation-based Learning

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1. Background

- 1.1 The Hong Kong Academy of Medicine through the Hong Kong Jockey Club Innovative Learning Centre for Medicine (HKJC ILCM) supports the use of simulation-based learning to complement traditional teaching methods, and recognize that it has the potential to add significant value to postgraduate medical education and training.
- 1.2 There is increasing evidence that simulation-based learning may provide high quality transformational learning experience across a wide spectrum of clinical training to enhance patient safety and outcome. The HKJCILCM's mission aims to promote innovative simulation-based learning and research to enable healthcare professionals to deliver safe and quality patient care.
- 1.3 Simulation-based learning may take many forms, including use of part-task trainers, computer-based and virtual reality simulation to teach technical and psychomotor skills, or human patient simulation using manikins and standardized patients, or role play in a simulated clinical scenario to teach inter-professional communication, teamwork and other essential non-technical skills. Simulation provides a rich learning opportunity for learners to integrate knowledge with clinical practice in a safe learning environment without risk of harm to patients. The choice of modality depends on learners' training needs, their level of training, and the desired learning objectives.
- 1.4 The HKJC ILCM recognises that it is desirable for all simulation training programmes and trainers to achieve a set of minimum standards to ensure that programme curriculums are of high quality, and that they are delivered in the most effective way.

2. Objective

This document intends to provide guidance for the safe and effective use of simulation-based learning method in the postgraduate education and training of healthcare professionals to provide a useful learning experience.

3. Scope

This position statement applies only to simulation-based learning activities for healthcare professionals

4. HKJCILCM Position

- 4.1 The use of simulation-based learning method should be evidence-based, and include a strong focus on evaluation and continuing improvement.
- 4.2 Simulation-based learning must be supported by transparent and accountable governance, with a view for sustainability in terms of workforce and infrastructure.
- 4.3 Simulation-based learning should be integrated into current curricula of relevant postgraduate medical education and training as much as possible.
- 4.4 Simulation-based learning curriculum must have clear learning objectives relevant to the needs of the learners, and designed according to their needs and level of training. Educational outcomes should be well defined and evaluated.
- 4.5 Attention must be given to ensure a safe learning environment to safeguard learners and trainers physical and psychological safety during and after the simulation training.
- 4.6 Special precautions must be taken when the simulation training is carried out in the in-situ setting of the real clinical area, to ensure safety of patients, their family members and other healthcare professionals in the area.

- 4.7 Trainers who facilitate and instruct a simulation-based learning programme must have undergone basic training in simulation-based learning, and credentialed to teach, design learning scenario and develop simulation training curriculum. The qualification required will depend on their role in the training programme.
- 4.8 Apart from the basic requirement of simulation-based learning training, trainers must also demonstrate that they are familiar and knowledgeable with the topic and curriculum of the programme they intend to teach.
- 4.9 All simulation trainers are recommended to maintain and refine their skills and knowledge through a structured continuous quality improvement and professional development programme.

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