

# Chapter 1 Introduction

Simulation has become a major component of medical education in recent years and it is increasingly widely researched and supported by societies (e.g. ASPiH) and journals (e.g. BMJ-STEL) as well as more mainstream organisations with an interest in medical education (e.g. AMEE, ASME, AoME).

The purpose of this book is to provide the relative newcomer to simulation education with an exploration of some of the basic principles of theory and practice. Chapter 2 explores a brief history of medical education and the way in which simulation has made an impact. Chapter 3 examines some of the contributions of relevant adult education theory to its ongoing development. Remaining chapters from 4 to 11 have a much more practical orientation befitting a *How to ...* book, and address some specific issues in terms of planning and presentation of simulation sessions, the importance of formative and summative assessment (including feedback), as well as providing examples of good practice from a variety of settings.

In many respects, it is difficult to anticipate the future of simulation, particularly as it responds to technological developments (mannikins,<sup>1</sup> computers, software, etc.) and new thinking about approaches to managing a simulated event – everything from ‘flipping the classroom’ and the use of new media (see Chapter 12) to further thinking about the process of providing debrief and feedback based on a more rigorous exploration and analysis of experience.

As well as the excitement of rising to the challenge of new technology, making best use of all resources is explored in Chapter 13 which examines the process of commissioning a dedicated simulation resource. Chapter 14

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1 We anguished for some time about the spelling of this word and decided on *mannikin* simply because it was closest to its Dutch sixteenth-century origins.

## 2 How to Teach Using Simulation in Healthcare

looks at the human aspect of that process and explores the route to developing expertise in managing the learning environment through faculty training.

Chapter 15 explores (albeit only in outline and with a somewhat cloudy crystal ball) some direction of travel and supports a willingness to engage with new possibilities as they emerge from changes in technology and orientation as well as learner expectations.

We conclude with a short annotated bibliography describing books that the team of authors have learned from over the years.

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