

Dans la vrai vie les patients meurent ...
Mais peut-on laisser mourir un
mannequin en simulation ?



En aéronautique

- Techniquement : si situation de crash le simulateur se fige
- Séance de contrôle régulier: si la situation dégénère intervention avant le crash/ débriefing/reprise de l'exercice

Crash

- Risque d'ancrage négatif impactant à long terme la performance du pilote;
- Difficultés à construire le débriefing sur du positif.

L'élève apprend de ses erreurs pas de ses échecs

2 types de décès

- La mort du patient est prévue dans le scénario, liée à l'évolution de la pathologie. L'objectif de la séance est en lien avec le décès du patient.
- La mort du patient est liée à la prise en charge inadéquate du participant.



Réalisme / fidélité ?

- Qui décide ?



- Rédaction d'un scénario : « life savers »

When Things Do Not Go as Expected: Scenario Life Savers

Peter Dieckmann, PhD;

Anne Lippert, MD;

Ronnie Glavin, MD;

Marcus Rall, MD

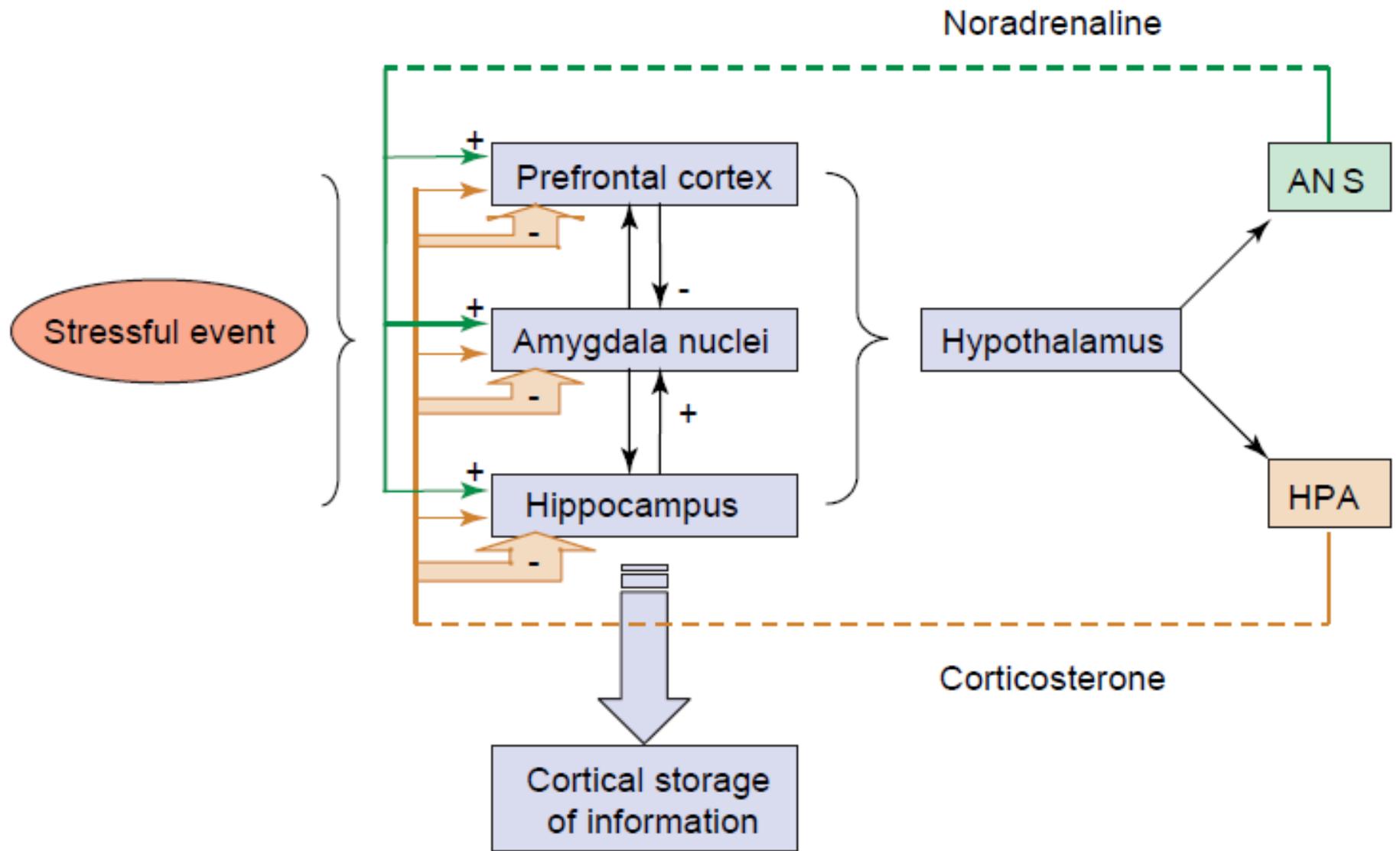
In this paper we discuss scenario life savers - interventions before and during simulation scenarios that allow to create and use relevant learning opportunities, even if unexpected events happen during the conduction of the scenario. Scenario life savers are needed, when the comprehension or acceptance of the scenario by the participants is at stake, thus compromising learning opportunities. Scenario life savers can principally work by bringing participants back on track of the planned scenario or by adapting the conduction to their actions on the fly. Interventions can be within the logic of the scenario or from the "outside," not being part of the scenario itself. Scenario life savers should be anticipated during the design of scenarios and used carefully during their conduction, aiming to maximize the learning for participants.
(*Sim Healthcare* 5:219-225, 2010)

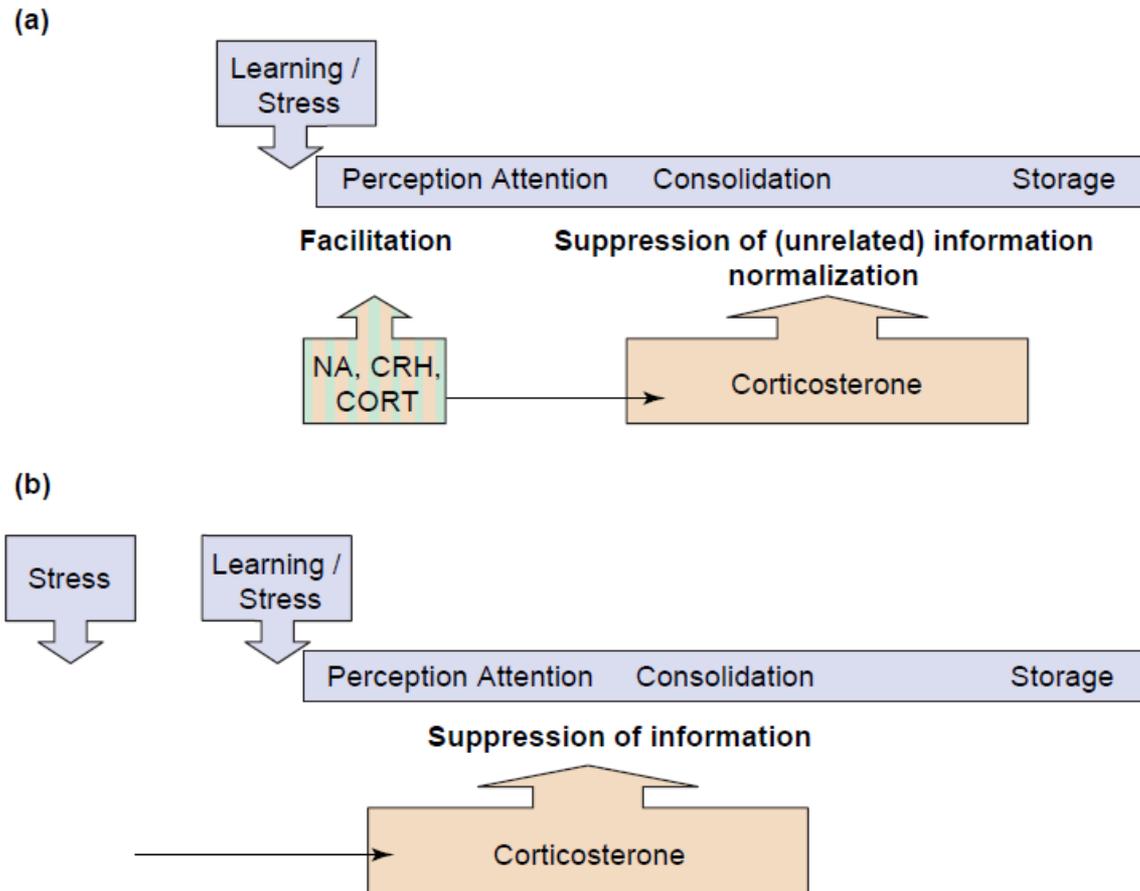
NON

la mort du mannequin n'améliore pas la fidélité
de la situation d'apprentissage.

Stress et apprentissage



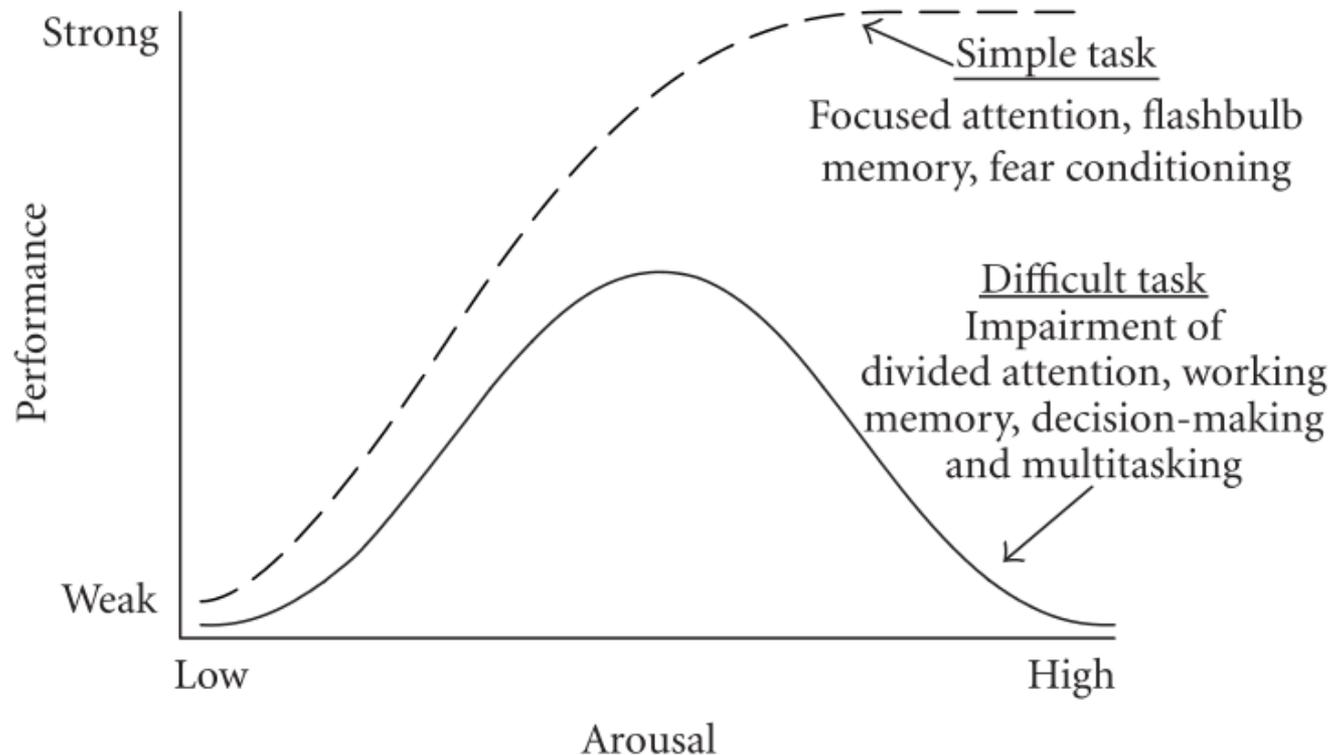


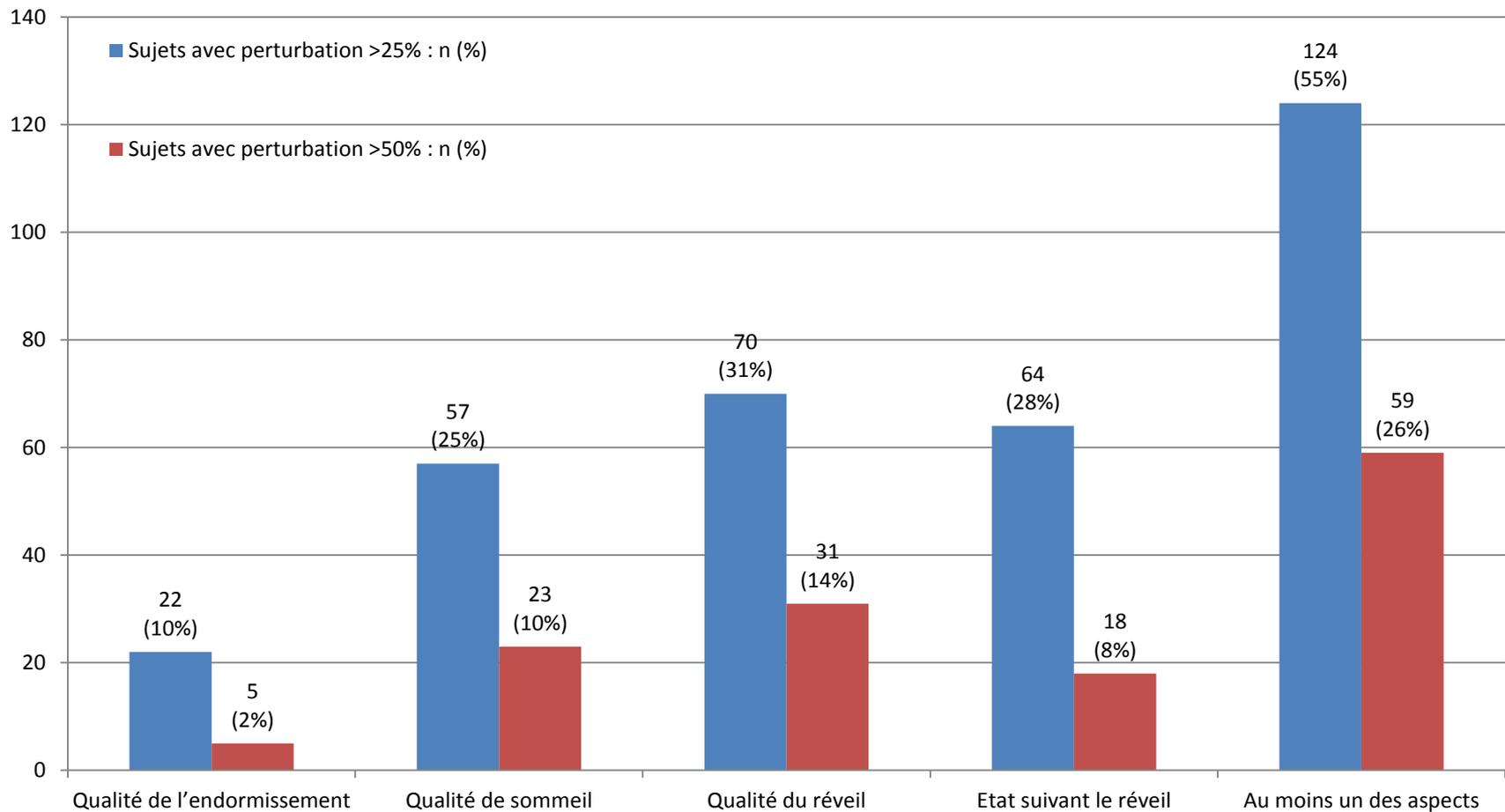


TRENDS in Cognitive Sciences

Figure 2. Opposing effects of stress on learning depend on the timing of the events. (a) Stress within the context of a learning situation leads to the release of NA, CRH and CORT, all of which are active in the brain at the time that the initial phases of learning take place. At this stage the neurotransmitters and hormones facilitate the ongoing process. Corticosterone, however, also initiates a gene-mediated pathway, which will elevate the threshold for input unrelated to the initial event and restore neuronal activity (normalization), with a delay of more than an hour. (b) If an organism has been exposed to a stressor some time before the learning process takes place, the gene-mediated suppression of activity will have developed by the time that acquisition occurs. Under these conditions corticosterone will impair learning processes.

Apprentissage =>> déstabilisation cognitive et affective





Moderator/Discussant: Liselotte Dyrbye, MD

The Effects of Acute Stress on Performance: Implications for Health Professions Education

Vicki R. LeBlanc

Academic Medicine, Vol. 84, No. 10 / October 2009 Supplement

Therefore, the general belief that individuals learn better from stressful events is supported by the research, but with an important caveat. Information from a to-be-remembered event will be retained quite well if it is that event that causes the stress response in the individual.



CHEST

Original Research

CRITICAL CARE

The Emotional and Cognitive Impact of Unexpected Simulated Patient Death

A Randomized Controlled Trial

*Kristin Fraser, MD; James Huffman, MD; Irene Ma, MD; Matthew Sobczak, BSc;
Joanne McIlwrick, MD; Bruce Wright, MD; and Kevin McLaughlin, PhD*

CHEST 2014; 145(5):958–963

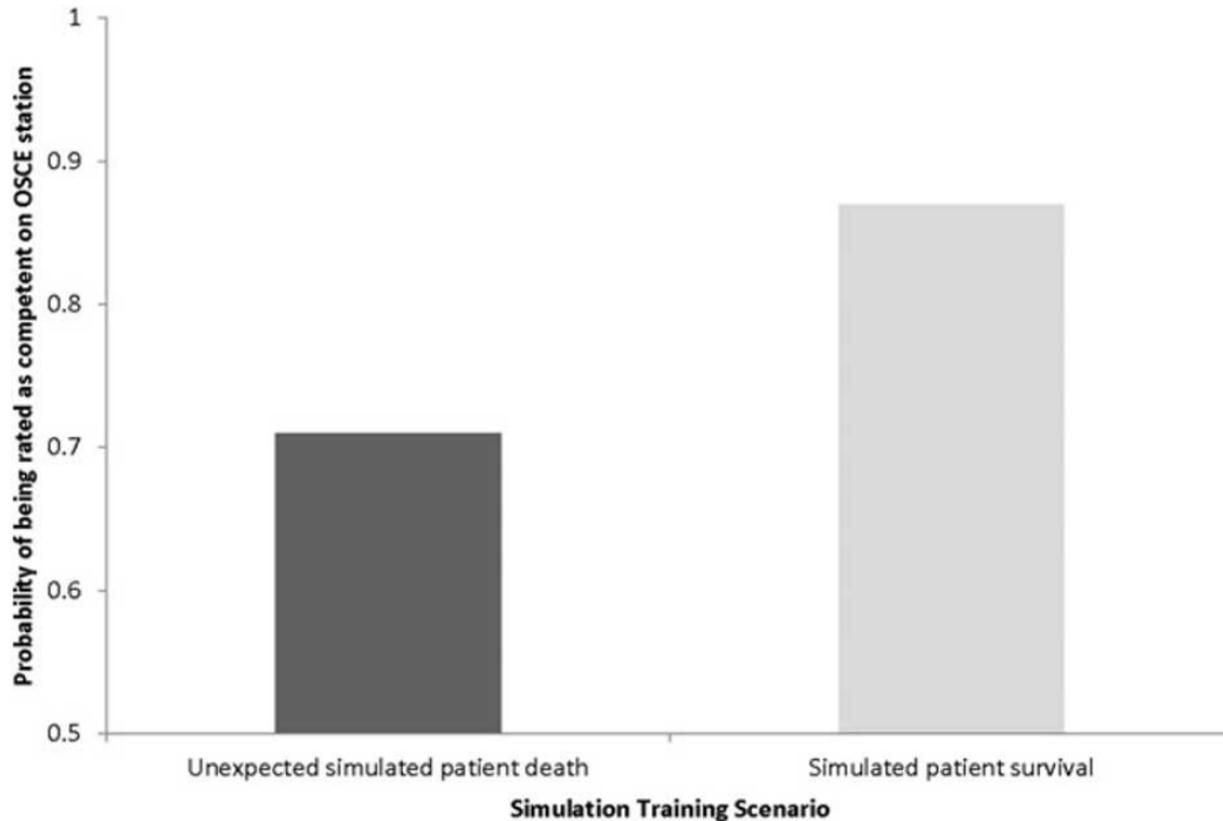


FIGURE 3. The effect of exposure to unexpected simulated patient death on the probability of learners being rated as competent on the simulation OSCE station 3 mo posttraining. See Figure 1 legend for expansion of abbreviation.

NON

La mort du mannequin ne favorise pas la mémorisation.

Impact émotionnel et sécurité affective



First, do no harm: using simulated patient death to enhance learning?

Heinz R. Bruppacher,¹ Ruth P. Chen² & Kevin Lachapelle³

MEDICAL EDUCATION 2011; 45: 317–319

- Docteur, je crois qu'il est mort.
- C'est un mannequin, Sylvie.
- Peu importe son métier, c'est triste.
- ...



Qualité d'une session de simulation

- Confiance réciproque étudiant / enseignant
- Culture non punitive, non sanctionnante
- Climat favorable à l'apprentissage



NON

La mort inattendue du mannequin n'est pas compatible avec la sécurité affective des participants

Si ...

- Participants expérimentés
- Briefing bien mené
- Situation « indiscutable »
- Débriefing parfaitement équilibré
- Autres scénarios plus valorisants à suivre

- Majore le stress des participants
- Impacte négativement les apprentissages
- Altère la relation de confiance étudiant / enseignant
- Incompatible avec la sécurité affective, la culture non punitive

NON

Il ne faut pas faire mourir le mannequin de façon inattendue.