**P89**  TRAIN-THE-TRAINER SIMULATION COURSE WITH A TWIST

1Thorstein Jonsson*, 2Hreund Thorsteinsson, 1Landspitali University Hospital, Reykjavik, Iceland; 2University of Iceland, School of Nursing, Reykjavik, Iceland

Background The simulation center at Landspitali-University Hospital, accredited by ASPiH in 2018, was established in late 2016. In the beginning, increasing the number of trained facilitators was necessary, as only a handful worked at Landspitali at the time. To meet the growing demand Train-the-Trainer (TtT) courses were offered, in English, in Iceland by SAFER.1

After the last of three courses SAFER suggested that the next TtT should be conducted by the hospital’s team itself.

Summary of work Preparation for the 2-day TtT course conducted by the Landspitali team started nearly a year before the course set date. Preparation was thoroughly planned with workshops, discussions and run-throughs. The course structure followed that of courses at SAFER and CAMES(2), but with an increased emphasis on using best evidence in all aspects of the course, diverse teaching methods and more focus on the facilitators’ role. This meant: 1. Assigned readings only from peer-reviewed journals, 2. Standardized cases with mounting challenges, 3. Continuous evaluation of participants, instructors and the course plan and content, 4. The participants, 10 RNs, seven physicians and one paramedic, were required to practice the role of facilitator and debriefer for 4–6 sessions with an experienced facilitator following the course completion, 5. Reflective discussions by instructors at the end of each day, as well as peer-reviewed evaluations (anonymous) of lectures, teaching and facilitation.

Summary of results The over-all grade for the course was 8.9 out of 10. The participants found the course challenging, the learning experience positive and had a clear sense of the knowledge and qualities facilitators must possess. They were quite satisfied with the course content and structure. After five months, 84% had completed the requirements of further preparation. The instructors were satisfied with the rigorous preparation, and were fair yet critical in their evaluations.

Discussion and conclusions; recommendations The learning objectives of the course were met according to both participants’ and instructors’ evaluations. The participants were well prepared and ready to facilitate and debrief after the course finished.

When taking on new assignments and making changes to successful projects such as previous TtT courses, clearly defined objectives, sharply delineated preparation, well-reasoned and documented changes, based on evidence when available, as well as close monitoring and assessment of outcomes is imperative.

Further results from participants’ and instructors’ evaluation at 6 months after the course finished will be presented.

**REFERENCES**
