Amputee: Pressure injury prevention & slideboard transfers

A facilitator’s guide

subacute-care.org.au
Acknowledgements

Training Centre in Subacute Care (TRACS WA), Department of Health, would like to thank those who provided feedback during the planning and consultation processes, including key members for their dedication to the project. TRACS WA would also like to thank everyone involved in this project, especially the patients, consumers, clinicians, OPH staff and the video production team, Imagepro www.imagepro.net.au. This project received funding from the Australian Government.

Project team

Dr Ian Wilson, Rehabilitation Physician, Sir Charles Gairdner Hospital, Western Australia
Beck Hefferon, Senior Physiotherapist, Sir Charles Gairdner Hospital, Western Australia
Katie Sutton, Development Facilitator, TRACS WA
Bernadette Peirce, Project Officer, TRACS WA

Script writers

Beck Hefferon, Senior Physiotherapist, Sir Charles Gairdner Hospital, Western Australia
Danielle Jackson, Physiotherapist, Osborne Park Hospital, Western Australia
Brighid Richards, Occupational Therapist, Osborne Park Hospital, Western Australia
Katie Sutton, Development Facilitator, TRACS WA

Executive Producer

Christine King, Unit Coordinator, TRACS WA

Director/Production

Imagepro www.imagepro.net.au

Actors

Danielle Jackson, Physiotherapist, Osborne Park Hospital, Western Australia
Brighid Richards, Occupational Therapist, Osborne Park Hospital, Western Australia
Mrs Brenda, Patient
For queries, please contact:

TRACS WA www.subacuteare.org.au

Department of Health, Western Australia

Email: tracsWA@health.wa.gov.au

Phone: (08) 9431 2351

To assist with the evaluation process, we also welcome your feedback on the application of the teaching resources in your workplace and/or educational setting.

Acknowledgement and suggested citation

Please use the following acknowledgement when using or sharing the Amputee: Pressure injury prevention and slideboard transfers teaching resource(s):

The Amputee: Pressure injury prevention and slideboard transfers teaching resource has been reproduced with permission from the Training Centre in Subacute Care (TRACS WA), the Government of Western Australia, Department of Health 2016.

Suggested citation:


Disclaimer

All information and content in this material is provided in good faith by the Western Australian Department of Health, and is based on sources believed to be reliable and accurate at the time of development. The terminology and practices depicted in this video were current at the time of making this guide.

The State of Western Australia, the Western Australian Department of Health and their respective officers, employees and agents, do not accept legal liability or responsibility for the material, or any consequences arising from its use.

The filmed scenario has been developed from the experiences of the TRACS WA and expert clinicians. All due care has been taken to make the scenarios as realistic as possible.
Contents

Foreword 4
Overview 5
  Background 5
  The facilitator’s role 5
  Guide at a glance 5
  The use of Simulation videos 5
  Target audience 6
  How to get the best out of the facilitator’s guide 6
  Teaching and learning opportunities 7
  Resources for each session 7
  Notes 8
Amputee: Pressure injury prevention and slideboard transfers 9
  Learning outcomes 9
  Video summary 9
  Simulation Scenario 9
  Sample session plan 10
  References 11
Appendices 12
  Appendix 1: Attendance list template 12
  Appendix 2: SIM session plan template 13
  Appendix 3: Simulation video scenario debrief guide for participants 17
  Appendix 4: Session evaluation form 19
**Foreword**

This facilitator’s guide provides the framework to support the development of skills, communication and problem solving, together with problem-based learning scenarios that encompass some challenging (but quite typical) patients that clinicians working with Amputees in the subacute care setting may encounter. The teaching resource has been developed by a team of clinicians and educators working in subacute care. It is one of several initiatives being developed by TRACS WA as part of an Amputee education series.

It can be difficult to predict the complexities that need to be considered for each individual patient treated in the subacute setting. Many patients present with complex comorbidities and challenges in their care on an ongoing basis. This teaching resource facilitates the use of a consistent approach to the care of Amputees in the subacute setting. It can be tailored to an individual or health service’s needs, and applied through reflective practice or in a simulation or workshop education session.

The resource utilises simulation as a way to facilitate the learning experience of participants; one that depicts events that are closely linked to reality. Gaba defines simulation as a technique, rather than a technology, to replace or amplify real experiences with guided experiences, often immersive in nature, to evoke or replicate aspects of the real world in an interactive manner. Simulation can mean the bridge between classroom learning and the real life clinical experience, allowing participants to put theory into practice in a guided education session.

This teaching resource aims to:

- Support clinicians and health students to develop the knowledge, skills and confidence to initiate and engage in patient-centred conversations about Amputee care in WA;
- Ensure that patients are actively involved in determining their goals of care and preferences for appropriate intervention and treatment;
- Influence system-wide consistency in the decision-making and delivery of Amputee care in WA; and
- Encourage reflection and critical thinking.

Thank you to everyone who has contributed to this invaluable teaching resource, in particular those clinicians who provided their advice and expertise. We would also like to acknowledge the funding provided by the WA Clinical Training Network, Department of Health, Western Australia which allowed the production of the SIM video resource.

For any further queries, please contact TRACS WA [www.subacutecare.org.au](http://www.subacutecare.org.au)

Christine King

Unit Coordinator

TRACS WA
Overview

Background
Training Centre in Subacute Care (TRACS WA), Department of Health, would like to thank those who provided feedback during the planning and consultation processes, including key members for their dedication to the project, in particular staff from Osborne Park Hospital.

The facilitator’s role
As a facilitator, your role is to stimulate and encourage discussion about Amputee care with your colleagues in a fun and relaxed learning environment. An adult learning approach will encourage reflection and critical thinking. It is important to respect individual learning styles and encourage constructive group dynamics.

This guide is designed to help staff working in amputee care to develop essential knowledge, skills and confidence to undertake care with these patients in the subacute setting.

The role of the facilitator is to assist participants to learn, to gain from each other’s experience and attain new information. Ideally the facilitator will:

- Use a variety of methods to introduce and reinforce information
- Provide opportunities to share relevant information and experiences
- Encourage active participation through reflective practice and group discussion

This facilitator’s guide is not prescriptive, but is based on a multi-modal learning approach and contains a simulation video, suggested readings and links to other resources. The content may be delivered flexibly, according to the participants’ experience, needs and time available.

Guide at a glance
This guide is separated into learning parts and includes sample session plans, link to the SIM video resource, readings and links to other relevant resources. The video presents clinical scenarios and examples of patient-clinician discussion. The video may be watched in full or in smaller sections interspersed with participant discussion.

The use of Simulation videos
By using simulation videos in a group session with discussion, the interpersonal and social aspects of learning with peers and interdisciplinary clinicians can be emphasised. The goal of the facilitator is to allow adult learners to develop their knowledge and own meaningful interpretation of the content provided, in order to build upon their existing clinical knowledge and experience. In a practical sense, it can sometimes be difficult for clinicians to find the time to undertake education sessions. For this reason, the simulation videos developed by TRACS WA have been kept brief and succinct. The Simulation videos can also be used in a flipped classroom or individual context, where parts of the material are viewed before or after an education session, or used as a resource to refer to for future learning needs.
Target audience
The primary target group for this Simulation education resource are:

- Clinicians working with Amputee patients in subacute care settings, such as medical, allied health and nursing staff
- Patients may also find aspects of this simulation resource beneficial, in gaining an understanding of care to be undertaken with them in the subacute care setting – clinicians may wish to involve patients in viewing the resource and to aid explanations of care provided

How to get the best out of the facilitator’s guide
It is recommended that the facilitator:

- Considers how the content relates to your participants and their speciality(s)
- Read the facilitator guide provided and is well informed about the Simulation video and supporting readings provided
- Starts and finishes the session on time
- Meets the aims of the session
- Keeps participants on track and on topic
- Is familiar with the topic and audience – pitches the session appropriately and anticipates questions that may arise
- Allow time for group reflection, including sharing of their own clinical experiences
- Provides evidence to back up any claims e.g. refers to scholarly articles of relevance
- Is open to questions – if unable to answer the question posed, ask the group for their thoughts and ideas
- Respects the range of participants’ experiences and build on their knowledge accordingly
- Consider use of small breakout sessions for larger groups

Undertaking a successful education session will require an awareness of what may hinder a group’s progress. Planning your session and anticipating challenges will aid in providing a productive session, increase your own confidence as a facilitator and allow you to achieve the aims of the session.

Consider the following points:

- Provide an opportunity for all views to be heard
- Consider how you will support participants who may need follow up or ongoing education and opportunities for learning
- Acknowledge that you are not teaching but facilitating, and that one scenario cannot depict all possible permutations needed for each individual patient
Teaching and learning opportunities
This Simulation video scenario provides multiple teaching and learning opportunities including and not limited to:

- How to introduce and end an assessment session
- How to conduct a therapy session with a patient
- How to explain an assessment, assessment findings and implications to a patient
- How the assessment findings contribute to clinical decision making and management recommendations.
- Risk factors to be considered in patient decision making

Resources for each session
Suggested resources and materials include:

- Book a venue
- Poster/flyer or email to advertise education session
- Computer
- Data projector
- Internet access to play simulation video – unless you have an electronic copy of the video
- Whiteboard and/or butchers paper and markers
- Reading materials and other handouts

Staff required
Depending on mode of delivery:

1. Facilitator/educator to run session and facilitate debrief with participants
2. Self-guided tutorial accessible online via TRACS WA website www.subacute-care.org.au
3. TRACS WA certification for CPD and review and report on program evaluation feedback

Evaluation
1. Participants to complete evaluation (online or paper) of session feedback
2. Provide certification for evidence of CPD
Amputee: Donning and Doffing of a Prosthetic Limb

Learning outcomes
On completion of this resource, participants should be able to:

1. Identify reasons for patient education on pressure injury prevention and ongoing management for amputees
2. Demonstrate assessment and considerations in teaching correct use of a slideboard for transfer (1 and 2 person assisted)
3. Demonstrate appropriate patient education
4. Explore ways in which communication can be improved with patients who need ongoing management in use of a slideboard and for pressure injury prevention
5. Investigate strategies to improve patient care in the clinical setting

Video summary
This simulation video depicts a therapy session undertaken between a Physiotherapist, Occupational Therapist and patient who is an above knee amputee. It highlights considerations in the management of patient mobility; demonstrates safe slideboard transfer techniques and highlights patient education concerning pressure injury prevention.

Simulation Scenario
This scenario depicts the usual therapy session of the patient with her Physiotherapist and Occupational Therapist for education and mobility management in the initial stages following a recent above knee amputation. It demonstrates correct transfer techniques for using the slideboard (1 and 2 person assisted transfers), and considerations for pressure injury prevention.

At the Physiotherapy clinic, Brenda is provided with ongoing education in the correct techniques for assisted transferring between a bed and wheelchair.

- Patient is a 63 year old right above knee amputee
- Amputation secondary to ischaemic complications following popliteal artery embolus.
- Past Medical History:
  - Peripheral Vascular Disease
  - Diabetes Mellitus
- Currently an inpatient in the rehabilitation ward
- Requires assistance with transferring, ongoing management and education regarding safe transfer techniques and pressure injury prevention
**Sample session plan**
This session plan is provided as a guide. All activities can be used flexibly.

## Amputee: Pressure injury prevention & slideboard transfers

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Activity</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 10 mins</td>
<td>Introduction</td>
<td>1.1 Introduce session and background briefing of SIM scenario</td>
<td>Participants may have a variety of clinical experiences in Amputee care and initial patient education surrounding pressure injury prevention and slideboard transfer techniques in the clinical setting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 Ask participants if Pressure injury prevention, use of the slideboard and ongoing mobility management of an amputee is an important area of care for them?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 Ask their understanding behind rationale for pressure injury prevention and correct use of the slideboard?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.4 Invite participants to outline their experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5 Give an overview of learning outcomes of session and video content</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.6 Review patient history and clinical presentation</td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Scenario</td>
<td>2. Play SIM video <em>Amputee: Pressure injury prevention and slideboard transfers</em></td>
<td>Ensure venue and equipment suitable for viewing SIM video.</td>
</tr>
<tr>
<td>10 mins</td>
<td>Discussion</td>
<td>3. Invite group discussion by asking if the video reflects their own clinical knowledge and experience?</td>
<td>Facilitate group discussion and reflection. Identify and clarify any knowledge gaps of participants identified.</td>
</tr>
<tr>
<td>15-20 mins</td>
<td>Debrief</td>
<td>4.1 Facilitator to give overview of the current situation</td>
<td>Consider use of whiteboard or butchers paper to facilitate active discussion. Consider best format for group discussion depending on participant numbers and room setup. Break into groups to address different areas or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 Facilitate discussion around ‘Why has this situation arisen?’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 Facilitate discussion around ‘How can we improve our clinical care?’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 Refer to SIM video for group discussion points of relevance (i.e. what is depicted, other)</td>
<td></td>
</tr>
</tbody>
</table>
### Amputee: Pressure injury prevention & slideboard transfers

<table>
<thead>
<tr>
<th>5 mins</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.1 Recap session learning objectives</td>
</tr>
<tr>
<td></td>
<td>5.2 Consider what has been learnt by the group</td>
</tr>
<tr>
<td></td>
<td>5.3 Where to from here? Reflect on action points for clinical practice and patient education after the session</td>
</tr>
<tr>
<td></td>
<td>5.4 Reflect on opportunities for Interprofessional Practice in your clinical setting when caring for Amputees?</td>
</tr>
<tr>
<td></td>
<td>5.5 Refer participants to supporting information and readings of relevance</td>
</tr>
<tr>
<td></td>
<td>5.6 Complete session evaluation</td>
</tr>
<tr>
<td></td>
<td>Refer participants to WALSA website for additional information regarding prosthetic funding for amputees. Remind participants of additional resources available on TRACS WA website</td>
</tr>
</tbody>
</table>

### References


Appendices

Appendix 1: Attendance list template

Attendance List

Amputee: Pressure injury prevention & slideboard transfers

SIM Education Session, [Date, Venue]

<table>
<thead>
<tr>
<th>Name</th>
<th>Position Title</th>
<th>Clinical area/Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 2: SIM session plan template

<table>
<thead>
<tr>
<th>SCENARIO TITLE:</th>
<th>Amputee: Pressure injury prevention &amp; slideboard transfers</th>
<th>SIM VIDEO#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RATIONALE FOR SIM:</td>
<td>To illustrate considerations for Amputees in correct use of a slideboard for transfer and pressure injury prevention techniques in the Subacute Care setting.</td>
<td></td>
</tr>
<tr>
<td>AIM:</td>
<td>To educate clinicians and patients in techniques for pressure injury prevention and the correct techniques for use of the slideboard (1 and 2 person assisted).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME REQUIRED IN MINUTES FOR EACH PHASE:</th>
<th># of PHASES:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIEFING:</td>
<td>SIMULATION:</td>
<td>DEBRIEFING:</td>
</tr>
<tr>
<td>5 -10 mins</td>
<td>10 minutes 30 seconds</td>
<td>20 -30 minutes</td>
</tr>
<tr>
<td>Introduction to session</td>
<td>Play Simulation video</td>
<td>Group reflection and discussion</td>
</tr>
<tr>
<td>Outline Aims and Objectives</td>
<td>Amputee: Pressure injury prevention &amp; slideboard transfers</td>
<td></td>
</tr>
</tbody>
</table>

| PERSONNEL REQUIRED: | |
|---------------------| |
| ☐ Participant(s) | ☐ Facilitator(s) | ☐ Self-Guided tutorial |

### SETTING FOR SCENARIO

| ☐ SAC Inpatient | ☐ SAC Outpatient | ☐ Telehealth/VC | ☐ SAC Community | ☐ Other: |

### LEARNING OUTCOMES

At the end of this simulation participants will have learnt the following:

1. Identify reasons for patient education on pressure injury prevention and ongoing management for amputees
2. Demonstrate assessment and considerations in teaching correct use of a slideboard for transfer (1 and 2 person assisted)
3. Demonstrate appropriate patient education
4. Explore ways in which communication can be improved with patients who need ongoing management in use of a slideboard and for pressure injury prevention
5. Investigate strategies to improve patient care in the clinical setting
BACKGROUND – DESCRIPTION OF SCENARIO

This scenario depicts the usual therapy session of the patient with her Physiotherapist and Occupational Therapist for education and mobility management in the initial stages following a recent above knee amputation. It demonstrates correct transfer techniques for using the slideboard (1 and 2 person assisted transfers), and considerations for pressure injury prevention.

At the Physiotherapy clinic, Brenda is provided with ongoing education in the correct techniques for assisted transferring between a bed and wheelchair.

| PATIENT INFO: | • Patient is a 63 year old right above knee amputee
• Amputation secondary to ischaemic complications following popliteal artery embolus.
• Past Medical History:
  - Peripheral Vascular Disease
  - Diabetes Mellitus
• Currently an inpatient in the rehabilitation ward
• Requires assistance with transferring, ongoing management and education regarding safe transfer techniques and pressure injury prevention |

---

PRE-BRIEF PREPARATION AND EXPECTED KNOWLEDGE

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>KNOWLEDGE: (E.g. Readings, video's etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion surrounding pressure injury prevention</td>
<td>1. Video Simulation, Supporting readings and articles</td>
</tr>
<tr>
<td>2. Correct techniques for pressure injury prevention wheelchair exercises</td>
<td>2. Video Simulation</td>
</tr>
<tr>
<td>3. Correct techniques for use of the slideboard (1 and 2 person assisted transfers)</td>
<td>3. Video Simulation</td>
</tr>
<tr>
<td>4. Patient discussion, communication and education</td>
<td>4. Video Simulation, Supporting readings and articles</td>
</tr>
</tbody>
</table>

---

EQUIPMENT (per sim session)

Please note ALL equipment and set up required

<table>
<thead>
<tr>
<th>MOULAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Environment Type: Choose an item. Location:</td>
</tr>
</tbody>
</table>
self guided tutorial, Group Map session with supporting technology and software

EXTRA ITEMS

Venue
Computer
Data Projector
Internet access to play Simulation video
Whiteboard/butchers paper and markers
Handouts

DOCUMENTS (if required)

☐ Sample Patient notes  ☐ Sample Obs chart  ☐ Other

SCENARIO OUTLINE - FACILITATOR

Role allocation  Getting into role  Coming out of role

Scenario start cue/trigger e.g. patient handover

Phase One:  Introduction and Objectives

Phase Two:  View SIM video scenario

Phase Three:  Debrief (facilitated discussion) or Self-guided reflection with notes/discussion points provided for review by clinician

Phase Four:  Conclusion

TRACS WA www.subacute-care.org.au Adapted with permission from SIM Scenario template, Curtin University SONMP, 2016
Appendix 3: Simulation video scenario debrief guide for participants

Simulation Video Scenario Debrief Guide for Participants

This document may assist participants when viewing the Simulation Video scenario. It may be completed during and/or after watching the Video Simulation Resource as part of a debriefing session. It can also be utilised as a reflective exercise for participants viewing the Video Simulation in a self-guided format.

Debriefing – Phases of debriefing that may be employed in the Video Simulation session

1. **Reactions** – Clear the air, Set the stage
   - This is when the participants enter the debrief and release any emotions or existing thoughts they had during their viewing of the scenario.

2. **Understanding** – What happened and why
   - Refer to the Video Simulation scenario learning objectives provided – Participants may wish to consider these when observing the Video Simulation scenario
   - Uncover participants frames re: performance gap - Consider what the participants might have been thinking during the scenario
   - Facilitator to help move participants to new perspectives, understandings and skills – This might be where facilitator needs to consider any potential support issues that the participants may need.
   - Participants may wish to discuss application of principles for use in their own real clinical environment

3. **Summary** – Review and reflect
   - Lessons learnt for future use – Were the session learning outcomes achieved?
   - What worked well – did the scenario seem realistic and what parts reflect current practice?
     - Are there any additional information or considerations needed for the interaction/communication with a patient in the clinical setting?
   - What to use next time – How might you adapt events depicted in the scenario to suit your own clinical environment or role?
   - What considerations may need to be made by clinicians to facilitate Interprofessional Practice in the clinical setting in the care of a patient?
<table>
<thead>
<tr>
<th>Item</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Positive points/issues observed during the scenario</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary Points/Questions:**

1. 
2. 
3.

TRACS WA [www.subacuteare.org.au](http://www.subacuteare.org.au) Adapted with permission from author Dr Jon Mould, Curtin University SONMP, 2016
Appendix 4: Session evaluation form

SIM Training Evaluation Form
Amputee: Pressure injury prevention and slideboard transfers

Respondent’s Institution (optional):
Facility/Clinical Area attended (optional):

Thank you for attending today’s session. Please help us to evaluate the effectiveness of our Simulation training session by completing the following questions. Please indicate your level of agreement with the following statements (circle).

1. Facilitation of Training: I found the following aspects of the training useful and engaging

<table>
<thead>
<tr>
<th>1.1 The facilitation style</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2 Facilitator’s response to questions</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3 Activities and group discussion</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.4 Participant packs/resources provided</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5 Simulation Video resource</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

2. Was there enough time allocated for the training? Yes No

3. What was the most useful aspect of the training?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
4. What was the least useful aspect of the training?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

5. What will you take back to your workplace from this training?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

6. Is there anything we could do to improve the session (e.g. content, delivery or different topics)?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

7. Would you recommend this training to your colleagues?    Yes    No
Any additional comments?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________