

SAFETY

simulation for medical practice

SIMULATION APPROACH FOR
EDUCATION AND TRAINING
IN EMERGENCY

External Evaluation Report WP 3.5



BODY INTERACT™
VIRTUAL PATIENTS



Co-funded by the
Erasmus+ Programme
of the European Union

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DOCUMENT VERSION 02

AUTHORS

Cornelia-Elena Predoi, EICD

Mihai Stefan, EICD

Liana Valeanu, EICD

Cosmin Balan, EICD

Cornel Robu, EICD

Serban Bubenek Turconi, EICD

Daniela Filipescu, EICD

External Evaluation

In this section, we will present the experts selection process (from the action plan for external evaluation and the selection criteria to the presentation of the evaluation questionnaires of WP 3.5) that led us to contact ten external evaluators in order to assess the work performed in WP 3. We will also present a summary of the experts' evaluation questionnaire results.

Action plan for external evaluation

The survey action plan for external evaluation was based upon Quality Assurance Plan and the SAFETY detailed project description. Objectives, expected results and evaluation indicators of WP3 to be subjected to external evaluation are briefly explained, to experts' guidance through the evaluation process. We did this by using the invitation letter. To evaluate the WP3, a specific questionnaire was elaborated. Some questions, focused on the main priorities were proposed.

At this point of the project execution, WP3 is concluded and after partners' revision they were sent to the experts for evaluation.

External experts' selection criteria

The WP 3.5 results concern WP 3 – this document aim is to give a coherent architecture to the SAFETY training pathway composed of e-learning modules. These latter will be developed starting from the results of the BoK (R2.4) and will consist of two main modules: theoretical and practical.

Therefore, the following criteria were addressed to select ten evaluators from the proposed ones:

- will have to know the field of Simulation for Emergency Medicine
- evaluators come from heterogeneous professional fields (academics, private consultants, policy makers)
- collecting the feedback on the same milestone by experts coming from different fields

The partners were asked to recommend some names in the WP area of knowledge. Those experts were presented to the Steering Committee and were selected and invited to perform the evaluation.

Selected experts

The selected experts were: Janos Szederjesi, Carmen Casal, Jaime Abreu, Martin Klasen, Esther León Castelao, Armand tenHaaf, Oscar Martinez, Leila Sales, Giacomo Gensini, Justine Douhet.

The distribution of the evaluation materials is presented in Table 1.

External evaluator	Theoretical module	Scenario
Janos Szederjesi	Pulmonary Emergencies (Pulmonary Embolism, Pulmonary edema, COPD/Asthma, Bolus)	1. ACS – Acute coronary syndrome 2. Hypertension/ Hypertensive crisis 3. Hypovolemic shock, e.g. Hemorrhagic shock

Carmen Casal	Cardiovascular Emergencies (ACS, Hypo-/Hypertension, Arrhythmia)	1. Polytrauma 2. Traumatic brain injury 3. Toxicological emergencies
Jaime Abreu	Infant Emergencies & Obstetrics	1. Abdominal Trauma 2. Musculoskeletal Trauma 3. Respiratory failure and Airway Management
Martin Klasen	Traumatic Emergencies (Polytrauma, Traumatic Brain Injury, Thoracic Trauma, Abdominal Trauma, Musculoskeletal Trauma)	1. Stroke 2. Intracranial Hemorrhage 3. Multimorbidity and Palliative Care
Esther León Castela	Neurological & Psychiatric Emergencies (Stroke, Epilepsy, ICB)	1. Epilepsy 2. Psychosis
Armand tenHaaf	Shock (Hypovolemic shock, Distributive shock, Cardiogenic shock, Obstructive shock)	1. Hypoglycemia 2. Tachyarrhythmia 3. Bradyarrhythmia
Oscar Martinez	Systematic Approach to Emergency (xABCDE, SAMPLER, BLS/ALS Algorithm, ISBAR Model)	1. Distributive shock - Sepsis, Anaphylaxis 2. Cardiogenic shock
Leila Sales	Thermal and Toxicological Emergencies	1. Obstructive shock, e.g. Tension pneumothorax 2. Resuscitation / CPR
Giacomo Gensini	Aspects of CRM, Teamwork, Leadership, Communication	1. Childbirth 2. Infant Dyspnea
Justine Douhet	Aspects of Simulation Training	1. Emergencies in pregnancy 2. Thermal injury

Description of the evaluators

1. Janos Szederjesi is a senior doctor in Anaesthesia and Intensive Care in the County Hospital Târgu Mureş, Romania. From 2018 he is the medical manager from this hospital. He is an associate professor from 2016 at the University of Medicine and Pharmacy Târgu Mureş.

Of a great interest in our project it is the fact that mister Janos Szederjesi it is the Coordinator of the Simulation Center from UMFST Târgu Mureş, the only certified simulation center from Romania by the european society of simulation SESAM and also he is an active member in the Certification group of SESAM from 2017. He is proposed by EICD.

2. Carmen Casal works as Associate Professor in the University of Valencia, Spain and she in a doctor in Nursing. She is an academic member of the Valencian Community Nursing Academy from 2019. Also, she has accomplished the following:

- Simulation room creator CEU University – Cardenal Herrera Moncada (Valencia) for postgraduate training (2012)
- Simulation room creator of the University of Valencia Faculty of Nursing and Podiatry for undergraduate and postgraduate training (2014)
- Member of Interdisciplinary health simulation Centre in University of Valencia (2021)

- More than 60 presentations at National and International Congresses related to nursing, emergencies, and advanced clinical simulation.
- Co-author of 15 book chapters related to nursing and emergencies and emergencies.
- Author of more than 20 articles in magazines related to emergencies, nursing, and medical education. (4 articles in Q1, 3 articles in Q2, 1 article in Q3 and 1 article in Q4).

She was proposed by HUBc.

3.Jaime Abreu works in Hospital de Santo Espírito da Ilha Terceira E.P.E.R.a, Portugal and he has a master of Medicine. He is proposed by Take the Wind.

4.Martin Klasen currently works at the Department of Psychiatry, Psychotherapy and Psychosomatics, RWTH Aachen University. Martin does research in Psychophysics, Cognitive Science and Neuropsychology. He has published multiple articles about simulation. He was proposed by LMU.

5.Esther León Castelao in her professional role, she is associate professor of the School of Medicine of University of Barcelona, Spain, where she is coordinator of postgraduate critical care simulation activities, director of medical education postgraduate courses (curriculum design, simulation and e-learning) and coordinator of TALK: clinical debriefing Marie Curie European Commission Research Project (www.talkdebrief.org).

Esther León serves as Treasurer and Executive Committee Member of SESAM (European Society of Simulation), Vice- Chair of the Affiliations Subcommittee of SSH, President of SESSEP Spanish Society of Simulation and Patient Safety & former vice-president for Member of the Board of Trustees TALK Foundation.

She has collaborated on numerous simulation initiatives across Spain, Europe, Latin-American and USA where she has acquire a wide perspective of different simulation realities. Esther's interest are cultural differences, debriefing, reflective practice, faculty development, leadership, education management, innovation, social networks and ethics. She is an active twitter member @esleonc sharing her professional interest (simulation, business and technology).

6.Armand tenHaaf is nurse anesthetist, flightnurse and allround international Simulation trainer from Maastricht, Limburg, Netherlands . He is an experienced instructor with a demonstrated history of working in the hospital & health care industry. Skilled in Coaching, Medical Devices, Anaesthesiology, Healthcare Information Technology (HIT), and Healthcare Management. Strong education professional with Human factors focus. He was proposed by AMC.

7.Oscar Martinez

8.Leila Sales is teaching a nurse from Portugal which uses simulation in her teaching method. She has published articles about medical simulation. She was proposed by Take the wind.

9.Giacomo Gensini is from Florence, Italy and has more than 10 years of experience in designing and developing medical cases simulation software for classes and for distance learning projects (2000+ training events 2011-2021), more than 15 years of experience in developing tools and approaches to make medical training courses as interactive as possible and more than 18 years of experience in the design and project management of e-learning projects. He is involved in the optimization of the processes for the production of e-learning courses. He is proposed by Laerdal.

10. Justine Douhet is an international Account Manager at Limbs & Things. She works in the selling part of simulation. She is from UK. She was proposed by Laerdal.

External evaluation results

In this section a summary of the experts' evaluation questionnaire results is presented. For further details, the completed questionnaires are attached to this report.

External evaluation of T 3.5

Theoretical modules

- 1. Systematic Approach to Emergency (xABCDE, SAMPLER, BLS/ALS Algorithm, ISBAR Model)*
- 2. Cardiovascular Emergencies (ACS, Hypo-/Hypertension, Arrhythmia)*

Prof. Carmen Casal thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long).

She also thinks that the content of the material will allow it to be independently understood by students and young residents. Also, she finds the material objectives clear.

Prof. Carmen Casal opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. She finds that the material will stimulate interest in the discipline for students and young residents. Also, she thinks that the module will allow an exchange and discussion between students, and that the material will allow an exchange and discussion between the student and the teacher.

The overall satisfaction was 5 points from 5. She likes the most about the theoretical material that it is very clear.

- 3. Pulmonary Emergencies (Pulmonary Embolism, Pulmonary edema, COPD/Asthma, Bolus)*

Prof. Janos Szederjesi thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long). He thinks it can be understood at student level. He also thinks that the content of the material will allow it to be independently understood by students and young residents because it is stated simple and clear. Also, he finds the material objectives clear.

Prof. Janos Szederjesi opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture, but mentions that they are not very different from the traditional lecture, but some extra skills are stated.

He finds that the material will stimulate interest in the discipline for students and young residents because the topics are interesting, and the presentation is short on subject. On the other hand, he doesn't think that the module will allow an exchange and discussion between students, he says that it depends on their interest, but the material will allow an exchange and discussion between the student and the teacher because some diagnostic and treatment points need to be explained and prioritized.

The overall satisfaction was 4 points from 5. He like the most about the theoretical material that it is simple and a pragmatic approach.

His suggestion for the overall improvement of the material was that incidence of the pathology may be useful to emphasize the importance of subject. Clinical findings of the pathologies may be described, as they usual are the base of diagnosis. Evolution and prognosis of the disease are not described. They may want to know the expectation and the importance of quick evaluation and raid and fast management.

4. Traumatic Emergencies (Polytrauma, Traumatic Brain Injury, Thoracic Trauma, Abdominal Trauma, Musculoskeletal Trauma)

Prof. Martin Klasen thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long). He also thinks that the content of the material will allow it to be independently understood by students and young residents. Also, he finds the material objectives are clear.

Prof. Martin Klasen opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture.

He finds that the material will stimulate interest in the discipline for students and young residents.

Also, he thinks that the module will allow an exchange and discussion between students and that the material will allow an exchange and discussion between the student and the teacher.

The overall satisfaction was 4 points from 5. He like the most about the theoretical module that it is very comprehensive, also background information is provided. Figures allow for a rapid overview over the most important aspects.

He suggests that the handover has no sub-heading in the text --> might be helpful and the sub-headings of the following text should be identical to the elements listed here --> makes orientation easier.

5. Neurological & Psychiatric Emergencies (Stroke, Epilepsy, ICB)

Prof. Esther León Castelao doesn't think the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long). She thinks that it will be helping to have another kind of materials like videos etc. Explanations only with a document could be not understood.

She also thinks that the content of the material cannot be independently understood by students and young residents. She suggests to differentiate or do versions for students in different grades and residents as she thinks the approach will be absolutely different considering their exposure to the clinical field. She finds the material objectives clear.

Prof. Esther León Castelao opinion is that the module will not allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. She does not find that the material will stimulate interest in the discipline for students and young residents being a theoretical module. Also, she thinks that the module will not allow an exchange and discussion between students being a theoretical module and that the material will not allow an exchange and discussion between the student and the teacher from the same reason.

The overall satisfaction was 3 points from 5. She likes the most about the theoretical material that it is clear distribute the content.

Her suggestion for the overall improvement of the material was to add references and also add another kind of resources for the theoretical foundations.

6. Shock (*Hypovolemic shock, Distributive shock, Cardiogenic shock, Obstructive shock*)

Prof. Armand tenHaaf thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because it is not too long.

He also thinks that the content of the material will allow it to be independently understood by students and young residents. Also, he finds the material objectives clear.

Prof. Armand tenHaaf opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture.

He finds that the material will stimulate interest in the discipline for students and young residents because it is a key element in acute patient care. On the other hand, he thinks that the module will not allow an exchange and discussion between students because it is theory, but the material will allow an exchange and discussion between the student and the teacher.

The overall satisfaction was 4 points from 5. He likes the most about the theoretical material that it is nicely written.

His suggestion for the overall improvement of the material was to explain something about fluids, focus more on diagnosis and the use of ultrasound because it is decisive in most cases, talk about tension pneumothorax needle decompression skills. He also does not like figure 6 in the document.

7. Infant Emergencies & Obstetrics

Prof. Jaime Abreu thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) as it provides a succinct approach to major paediatric and obstetric emergencies.

He thinks that the content of the material will not allow it to be independently understood by students and young residents as students sometimes have difficulty interpreting the medication or understanding their dosage. Because, from his experience, they are often unaware of the concentrations of drugs made available by the hospital pharmacy.

He finds the material objectives are clear as there is well laid out and summarized content.

Prof. Jaime Abreu opinion is that the module will not allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture as he thinks it will be important for students to have a traditional lecture approach first, then it will be easier for them to understand this document.

He finds that the material will stimulate interest in the discipline for students and young residents as it is simple and practical to read and interpret.

He thinks that the module will not allow an exchange and discussion between students, but the material will allow an exchange and discussion between the student and the teacher. The teacher should encourage students to understand why, that is, the content behind that summary information.

The overall satisfaction was 4 points from 5. He like the most about the theoretical module and the schematic form.

8. Thermal and Toxicological Emergencies

Prof. Leila Sales thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because has the most important summarised information.

On the other hand, she thinks that the content of the material will not allow it to be independently understood by students and young residents, it need additional explanation of the professor in some subjects and aspects, depending of the stage/year of the student.

She finds the material objectives clear. The information is clear and synthetic.

Prof. Leila Sales opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture because it has figures and a practical approach.

She finds that the material will stimulate interest in the discipline for students and young residents because it is structured in an appealing way. Also, she thinks that the module will allow an exchange and discussion between students, they can discuss aspects of patients' symptoms and therapeutic approach, but the material will not allow an exchange and discussion between the student and the teacher. She suggests a quiz could be introduced which would then be discussed and corrected with the teacher.

The overall satisfaction was 4 points from 5. She likes the most about the theoretical material that is a summary presentation of the information. Her suggestion for the overall improvement of the material was to introduce a clinical case and a quiz.

9. Aspects of CRM, Teamwork, Leadership, Communication

Prof. Giacomo Gensini thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) because the document is very clear and well structured.

He also thinks that the content of the material will allow it to be independently understood by students and young residents because the document expresses the concepts clearly and concisely. Also, he finds the material objectives clear.

Prof. Giacomo Gensini opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture.

He finds that the material will stimulate interest in the discipline for students and young residents. Also, he thinks that the module will allow an exchange and discussion between students, and that the material will allow an exchange and discussion between the student and the teacher.

The overall satisfaction was 5 points from 5. He likes the most about the theoretical material that it is very clear and structured. He suggests to add more sim-scenarios.

10. Aspects of Simulation Training

Prof. Justine Douhet thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long).

She also thinks that the content of the material will allow it to be independently understood by students and young residents. Also, she finds the material objectives clear.

Prof. Justine Douhet opinion is that the module will not allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture.

She finds that the material will stimulate interest in the discipline for students and young residents, but maybe reduce apprehension by detailing what's going to happen. Also, she thinks that the module will allow an exchange and discussion between students, and that the material will allow an exchange and discussion between the student and the teacher and maybe to have the opportunity to ask any question before the training.

The overall satisfaction was 4 points from 5. She likes the most about the theoretical material that it is very detailed and accessible, and she learned things on simulation. She suggests to add video material to make it more engaging.

Scenarios

1. ACS – Acute coronary syndrome

Prof. Janos Szederjesi thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because it is clear and simple.

He also thinks that the content of the material will allow it to be independently understood by students and young residents because it is a frequent pathology, "by the book" scenario. Also, he finds the material objectives clear.

Prof. Janos Szederjesi opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. Case scenarios should initiate active thinking and action in his opinion.

He finds that the material will stimulate interest in the discipline for students and young residents because it is realistic, every day case with a type of emergency of what every student may foresee as could face in their practice. Also, he thinks that the module will allow an exchange and discussion between students as they should communicate and work as a team, afterward they should explain their actions, and that the material will allow an exchange and discussion between the student and the teacher because there are a lot of CRM objectives, so they can be accessed during debriefing. He thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing because it is a nice scenario, easy to set specific learning targets. He believes that the scenarios could be perceived as realistic by students and young residents because it is a real case, correct briefing.

The overall satisfaction was 5 points from 5. He likes the most about the scenario that it is nice, simple, clear case.

His suggestion for the overall improvement of the material was that condition of occurrence of the pain may be asked (activity or stand-by), irradiation of pain and other accompanying symptoms may be addressed by participants, they could be described at briefing for patient. Nitro-glycerine administration may be tried also (may be described that the pain not alleviate).

2. Tachyarrhythmia

Prof. Armand tenHaaf thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because it is a situation that occurs often in real practice and should be practiced.

He also thinks that the content of the material will allow it to be independently understood by students and young residents. On the other hand, he doesn't find the material objectives clear. He suggests that there are too many learning targets and that we should keep it simple and adjust it to the learning level.

Prof. Armand tenHaaf opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture because practice makes perfect and something you've seen will be remembered.

He finds that the material will stimulate interest in the discipline for students and young residents because it is a very common scenario. Also, he thinks that the module will allow an exchange and discussion between students because it is a nice scenario which helps dealing with these kinds of situations and the material will allow an exchange and discussion between the student and the teacher because there are multiple ways in dealing such scenarios.

He thinks the scenario is not aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing because there are too many learning goals. He suggests to stick to 3 learning goals: We can address CRM but students first need to practice clinical reasoning and treatment before they can focus on CRM.

He does not agree that the scenarios could be perceived as realistic by students and young residents because it is better to talk about the scenario's relevance for the daily practice.

The overall satisfaction was 3 points from 5. He likes the most about the scenario that the content is fine.

His opinion for the overall improvement of the material was that the briefing does not contain ABCDE, there are missing materials, do not mention about the simulator brand. He thinks that recognising the emergency was very good.

3. *Bradycardia*

Prof. Armand tenHaaf thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long). In his opinion it should be appropriate for the level of education of the students and we must make sure to have lifesavers.

He also thinks that the content of the material will allow it to be independently understood by students and young residents. On the other hand, he doesn't find the material objectives clear. He suggests that there are too many learning goals and that sharing metal models is something for the debriefer.

Prof. Armand tenHaaf opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture, but the theoretical knowledge should be present before going into a scenario. He finds that the material will stimulate interest in the discipline for students and young residents because it is a nice scenario which helps dealing with these kinds of situations. Also, he thinks that the module will allow an exchange and discussion between students because there are multiple ways in dealing such scenarios and the material will allow an exchange and discussion between the student and the teacher, for example they could search for the best treatment.

He thinks the scenario is not aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing because there are too many learning goals. He suggests to stick to 3 learning goals: "We can address CRM but students first need to practice clinical reasoning and treatment before they can focus on CRM". He does not agree that the scenarios could be perceived as realistic by students and young residents because it is better to talk about the scenario's relevance for the daily practice.

The overall satisfaction was 3 points from 5. He likes the most about the scenario that the way the scenario is described, the different phases and treatment options. His opinion about the material is that it is not suitable for nursing students and the list of materials does not contain oxygen mask. His advice is to keep it realistic, there are many expected actions.

4. *Hypertension/ Hypertensive crisis*

Prof. Janos Szederjesi thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because it is clear and simple.

He also thinks that the content of the material will allow it to be independently understood by students and young residents because it is not very complicated case and the briefing is correctly stated.

Also, he finds the material objectives clear as the main situation is clearly described.

Prof. Janos Szederjesi opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture as simulation has the value that put students to think and find answers. He finds that the material will stimulate interest in the discipline for students and young residents as is a real possible case, he thinks they have to interact. Also, he thinks that the module will allow an exchange and discussion between students as they should action as a team, they have to communicate and they may explain each other the frame and actions and that the material will allow an exchange and discussion between the student and the teacher as it is a nice case scenario, it opens a lot of possible case discussion and quality debriefing.

He thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing because the scenario is simple, clear and reflects the main pathology. Also, he believes that the scenarios could be perceived as realistic by students and young residents because briefing is nice, realistic one, scenario flow is similar to real life.

The overall satisfaction was 4 points from 5. He like the most about the scenario that it clear, simple, objectives well stated.

His suggestion for the overall improvement of the material was to state what type of doctors treat this type of emergency (usually it is treated by the cardiologist).

5. *Respiratory failure and Airway Management*

Prof. Jaime Abreu thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long).

He also thinks that the content of the material will allow it to be independently understood by students and young residents. Also, he finds the material objectives clear because clearly identifies a situation where oxygen therapy is insufficient and requires non-invasive ventilatory support.

Prof. Jaime Abreu opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture because it allows students to understand the next step when oxygen therapy is insufficient.

He finds that the material will stimulate interest in the discipline for students and young residents because allows integrating theoretical knowledge with clinical practice. Also, he thinks that the module will allow an exchange and discussion between students because it allows students to gain awareness of what to do when oxygen therapy is insufficient and that the material will allow an exchange and discussion between the student and the teacher. He believes that the scenarios could be perceived as realistic by students and young residents, but this depends of the resources available before the simulation.

The overall satisfaction was 5 points from 5. He like the most about the scenario the approach needed to resolve the case.

6. *Polytrauma*

Prof. Carmen Casal thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long).

On the other hand, she does not think that the content of the material will allow it to be independently understood by students and young residents because a clear explanation of what they should do is necessary. She finds the material objectives clear.

Prof. Carmen Casal opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture because clinical simulation causes them to think about what they should do and why. She finds that the

material will stimulate interest in the discipline for students and young residents. Also, she thinks that the module will allow an exchange and discussion between students, and that the material will allow an exchange and discussion between the student and the teacher.

She thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing because the objectives are clear and specific. Also, she believes that the scenarios could be perceived as realistic by students and young residents, but high-fidelity simulation is required.

The overall satisfaction was 5 points from 5. She likes the most about the scenario the CRM.

7. Traumatic brain injury

Prof. Carmen Casal thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long). On the other hand, she does not think that the content of the material will allow it to be independently understood by students and young residents because an explanation of the most frequent signs and symptoms in a head injury is necessary. She finds the material objectives clear.

Prof. Carmen Casal opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture because clinical simulation causes them to think about what they should do and why.

She finds that the material will stimulate interest in the discipline for students and young residents. Also, she thinks that the module will allow an exchange and discussion between students, and that the material will allow an exchange and discussion between the student and the teacher. She thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing because the case ends with simple goals. Also, she believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 5 points from 5. She likes the most about the scenario the decision-making (it is very difficult).

8. Abdominal Trauma

Prof. Jaime Abreu thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because the used protocol presents an initial approach in an emergency context in the face of an abdominal trauma situation. He also thinks that the content of the material will allow it to be independently understood by students and young residents. On the other hand, he finds the material objectives are not clear.

Prof. Jaime Abreu opinion is that the module will not allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture because it must specify the ABCDE protocol.

He finds that the material will stimulate interest in the discipline for students and young residents. Also, he thinks that the module will allow an exchange and discussion between students and that the material will allow an exchange and discussion between the student and the teacher. He thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing

He believes that the scenarios could not be perceived as realistic by students and young residents, as he considers that the scenarios are realistic the closer, they are and the greater the available material there is. An ultrasound may be important to be available.

The overall satisfaction was 4 points from 5. He like the most about the scenario the universal and systematic approach. His suggestion for the overall improvement of the material was to specify the ABCDE protocol.

9. *Musculoskeletal Trauma*

Prof. Jaime Abreu thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long). He also thinks that the content of the material will allow it to be independently understood by students and young residents. Also, he finds that the material objectives are clear.

Prof. Jaime Abreu opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. He finds that the material will stimulate interest in the discipline for students and young residents. Also, he thinks that the module will allow an exchange and discussion between students and that the material will allow an exchange and discussion between the student and the teacher. He thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing. He believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 4 points from 5. He like the most about the scenario that the diagnosis focused on physical examination rather than laboratory tests.

10. *Stroke*

Prof. Martin Klasen thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because the scenario and learning goals are well described. He also thinks that the content of the material will allow it to be independently understood by students and young residents. Also, he finds the material objectives are clear.

Prof. Martin Klasen opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. He finds that the material will stimulate interest in the discipline for students and young residents. Also, he thinks that the module will allow an exchange and discussion between students and that the material will allow an exchange and discussion between the student and the teacher. He thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing. He believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 5 points from 5. He like the most about the scenario the realistic case, high relevance, case and goals that are well described and allow for an identification of performance gaps.

11. *Intracranial Hemorrhage*

Prof. Martin Klasen thinks the material is not adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because the learning goals are too unclear (cf. SMART criteria); scenario description is too vague; scenario saver info appear too short and in part inadequate to their aim.

He also thinks that the content of the material will not allow it to be independently understood by students and young resident because the learning goals are too unclear (cf. SMART criteria);

scenario description is too vague; scenario saver info appear too short and in part inadequate to their aim. Also, he does not find the material objectives are clear because the learning goals are too unclear (cf. SMART criteria).

Prof. Martin Klasen opinion is that the module will not allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture as the learning goals are too unclear and assessment of their fulfilment will be very difficult.

He finds that the material will stimulate interest in the discipline for students and young residents because the case is relevant and realistic. Also, he thinks that the module will allow an exchange and discussion between students as there are many content aspects and behavioural degrees of freedom and that the material will allow an exchange and discussion between the student and the teacher for the same reason. He does not think that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing because the learning goals are too unclear (see above). He believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 2 points from 5. He like the most about the scenario the high practical relevance of the case. His suggestion for the overall improvement of the material was that the learning goals should be clearer (cf. SMART criteria); scenario description should be more elaborate; scenario saver info should be adapted to their aim.

12. Epilepsy

Prof. Esther León Castelao thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because it addresses important aspects of the relevant knowledge about the topic. She thinks that the content of the material cannot be independently understood by students and young residents. She suggests to differentiate or do versions for students in different grades and residents, the approach will be absolutely different considering their exposure to the clinical field. She does not find the material objectives clear; she suggests to reduce the number of CRM points.

Prof. Esther León Castelao opinion is that the module will not allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. She thinks experimental learning will be helping to the fixation of the content nevertheless the theoretical foundations are necessary before going to the simulation scenario. Simulation does not replace level 1 and 2 of the Miller's pyramid. She finds that the material will stimulate interest in the discipline for students and young residents because experimental learning will be helping to understand the discipline. Also she thinks that the module will allow an exchange and discussion between students because simulation helps to trigger conversations, it is important to have in mind what kind of topics you will be addressing in the debriefing and that the material will allow an exchange and discussion between the student and the teacher from the same reason. She thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing, but she observes a lot of goals, she doubts they could be covered in a debriefing. She believes that the scenarios could be perceived as realistic by students and young residents. Briefing is well designed but she is wondering how it will be built a stimulating environment for the learning and a safe container, how well is explained the materials, it will be impact on the perception of realism.

The overall satisfaction was 4 points from 5. She likes the most about the scenario that it easy to understand and have a quick view of the scenario. Her suggestion for the overall improvement of the material was to reduce to 1 or 2 CRM points, if not the aims will not be enough covered. She also suggests to include time of the scenario. And also, to include as well variations of the scenario depending on the student's level. Also, to add the simulation level of the scenarios with Boston Children's SimZones for a better understanding. She will be adding

what kind of skills are addressed in the simulation: skills, decision making, teamwork. She suggests adding a debriefing topics page, and observations page.

13. Psychosis

Prof. Esther León Castelao thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because it address important aspects of the relevant knowledge about the topic. She thinks that the content of the material cannot be independently understood by students and young residents. She suggests to differentiate or doing versions for students in different grades and residents, the approach will be absolutely different considering their exposure to the clinical field. She does not find the material objectives clear; she suggests to reduce the number of CRM points.

Prof. Esther León Castelao opinion is that the module will not allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. She thinks experimental learning will be helping to the fixation of the content nevertheless the theoretical foundations are necessary before going to the simulation scenario. Simulation does not replace level 1 and 2 of the Miller's pyramid.

She finds that the material will stimulate interest in the discipline for students and young residents because experimental learning will be helping to understand the discipline. Also, she thinks that the module will allow an exchange and discussion between students because simulation helps to trigger conversations, as it is important to have in mind what kind of topics you will be addressing in the debriefing and that the material will allow an exchange and discussion between the student and the teacher from the same reason.

She thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing, but she observes a lot of goals, she doubts they could be covered in a debriefing. She believes that the scenarios could be perceived as realistic by students and young residents. Briefing is well designed but she is wondering how it will be built a stimulating environment for the learning and a safe container, how well is explained the materials, it will be impact on the perception of realism.

The overall satisfaction was 4 points from 5. She likes the most about the scenario that it easy to understand and have a quick view of the scenario. Her suggestion for the overall improvement of the material was to reduce to 1 or 2 CRM points, if not the aims will not be enough covered. She also suggests to include time of the scenario. And also, to include as well variations of the scenario depending on the student's level. Also, to add the simulation level of the scenarios with Boston Children's SimZones for a better understanding. She will be adding what kind of skills are addressed in the simulation: skills, decision making, teamwork. She suggests adding a debriefing topics page, and observations page.

14. Hypoglycemia

Prof. Armand tenHaaf thinks the material is not adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long). In his opinion it is not suitable for young residents in the way it's described, if context is changed it could be but for paramedics it's suitable. He thinks that the content of the material will allow it to be independently understood by students and young residents because the main problem is clear and this should be clear to students. On the other hand, he doesn't find the material objectives clear because there are no clear learning goals, no actions you want to see, just some vague questions about appropriate interventions according. He thinks ABCDE is good and SBAR is good also.

Prof. Armand tenHaaf opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture, but the theoretical knowledge should be present before going into a scenario. He finds that the material will stimulate interest in the discipline for students and young residents because it is simple but important scenario. On the other hand, he thinks that the module will not allow an exchange and discussion between students because it is very clear and just one way of treatment and the material will not allow an exchange and discussion between the student and the teacher for the same reason.

He thinks the scenario is not aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing because learning goals are very vague.

He does not agree that the scenarios could be perceived as realistic by students and young residents because it is better to talk about the scenario's relevance for the daily practice. The overall satisfaction was 3 points from 5. His opinion about the material is to make all scenario designs the same.

15. Hypovolemic shock, e.g. Hemorrhagic shock

Prof. Janos Szederjesi thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because the scenario well explained, clinical and laboratory findings described. He also thinks that the content of the material will allow it to be independently understood by students and young residents because the presentation of patients' data is quite simple and intuitive. Also, he finds the material objectives clear.

Prof. Janos Szederjesi opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture because the scenario simulation promote clinical thinking and focusing. He finds that the material will stimulate interest in the discipline for students and young residents because the case presentation are more similar to real life and the necessity of finding right answers stimulate their attention. Also, he thinks that the module will allow an exchange and discussion between students actions because the differential diagnosis and different management plan are always possible and promote opinion exchange, and that the material will allow an exchange and discussion between the student and the teacher because teacher have to explain the right answers and should give feed-back upon their activity regarding learning objectives.

He thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing because learning goals may be easily explained during debriefing. Also, he believes that the scenarios could be perceived as realistic by students and young residents because high fidelity simulators and good preparation for scenarios (setup) may simulate real life situation.

The overall satisfaction was 4 points from 5. He likes the most about the scenario that it is clearly stated learning objectives, simple and precise briefing and patient data. His suggestion for the overall improvement of the material was to pay attention to phase 2, which contains hypertension instead of hypotension.

16. Distributive shock - Sepsis, Anaphylaxis

17. Cardiogenic shock

18. Obstructive shock, e.g. Tension pneumothorax

Prof. Leila Sales thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical

experience, not to long) because the scenario is objective and with the necessary description. Also, she thinks that the content of the material will allow it to be independently understood by students and young residents, depending on the stage and theoretical preparation before the scenario, but debriefing is essential. She finds the material objectives clear.

Prof. Leila Sales opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture because they can transport the knowledge to practical intervention. She finds that the material will stimulate interest in the discipline for students and young residents because it is more realistic. Also, she thinks that the module will allow an exchange and discussion between students, they can discuss the clinical case and the possibilities of the diagnostic and interventions and the material will allow an exchange and discussion between the student and the teacher on the debriefing session. She thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing. Also, she believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 4 points from 5. She likes the most about the scenario the organization of the contents. Her suggestion for the overall improvement of the material was to define the objectives for the debriefing and the methodology to perform the debriefing.

19. Resuscitation / CPR

Prof. Leila Sales thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long). Also, she thinks that the content of the material will allow it to be independently understood by students and young residents. She finds the material objectives clear.

Prof. Leila Sales opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture because it is more real and at the same time students mobilize theoretical and practical skills. She finds that the material will stimulate interest in the discipline for students and young residents. Also, she thinks that the module will allow an exchange and discussion between students and the material will allow an exchange and discussion between the student and the teacher.

She thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing. Also, he believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 4 points from 5. She likes the most about the scenario that is objective. Her suggestion for the overall improvement of the material was to define the objectives for the debriefing and the methodology to perform the debriefing.

20. Childbirth

Prof. Giacomo Gensini thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) because the document is very clear and well structured. He also thinks that the content of the material will allow it to be independently understood by students and young residents because the document expresses the concepts clearly and concisely. Also, he finds the material objectives clear.

Prof. Giacomo Gensini opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. He finds that the material will stimulate interest in the discipline for students and young residents. Also, he thinks that the module will allow an exchange and discussion between students, and that the material will allow an exchange and discussion between the student and the teacher. He thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the

performance gap during the debriefing. Also, he believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 5 points from 5. He likes the most about the scenario that it is very clear and structured. He suggests to add more sim-scenarios.

21. *Infant Dyspnea*

Prof. Giacomo Gensini thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because the document is very clear and well structured. He also thinks that the content of the material will allow it to be independently understood by students and young residents because the document expresses the concepts clearly and concisely. Also, he finds the material objectives clear.

Prof. Giacomo Gensini opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. He finds that the material will stimulate interest in the discipline for students and young residents. Also, he thinks that the module will allow an exchange and discussion between students, and that the material will allow an exchange and discussion between the student and the teacher.

He thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing. Also, he believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 5 points from 5. He likes the most about that scenario it is very clear and structured. He suggests to add more sim-scenarios.

22. *Emergencies in pregnancy*

Prof. Justine Douhet thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long). She also thinks that the content of the material will allow it to be independently understood by students and young residents. Also she finds the material objectives clear and would add more emphasis on communication with patient and NOK.

Prof. Justine Douhet opinion is that the module will not allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture as scenario can enhance stress and seriousness of situation. She finds that the material will stimulate interest in the discipline for students and young residents. Also, she thinks that the module will allow an exchange and discussion between students, and that the material will allow an exchange and discussion between the student and the teacher and maybe after scenario filmed and debriefing with the team/actors.

She thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing. Also, she believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 5 points from 5. She likes the most about the theoretical material that the expected management was very clear. She suggests to put more emphasis on communication skills.

23. *Thermal injury*

Prof. Justine Douhet thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long), she understood task and content. She also thinks that the content of the

material will allow it to be independently understood by students and young residents. Also, she finds the material objectives clear.

Prof. Justine Douhet opinion is that the module will not allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture as simulation was proven to be effective method of learning after theoretical knowledge.

She finds that the material will stimulate interest in the discipline for students and young residents. Also, she thinks that the module will allow an exchange and discussion between students, team work and problem solving and that the material will allow an exchange and discussion between the student and the teacher. She thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing. Also, she believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 4 points from 5. She likes the most about the theoretical material that the material was clear. She suggests to add more details for actors/ SP.

24. Toxicological emergencies

Prof. Carmen Casal thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) as it is clear, short and concise. On the other hand, she does not think that the content of the material will allow it to be independently understood by students and young residents because in her opinion a theoretical background is necessary. She finds the material objectives clear she thinks the success of the case are the learning objectives.

Prof. Carmen Casal opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture. She finds that the material will stimulate interest in the discipline for students and young residents as this is a very common case in emergencies. Also, she thinks that the module will allow an exchange and discussion between students, because there are various forms of poisoning and the key is the differential diagnosis and that the material will allow an exchange and discussion between the student and the teacher as it can be difficult for the student.

She thinks that the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing. Also, she believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 5 points from 5. She likes the most about the scenario the learning Target CRM. She suggests to add leadership in CRM

25. Multimorbidity and Palliative Care

Prof. Martin Klasen thinks the material is adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) because the scenario is well described, although learning goals could be clearer (i.e., follow SMART criteria). He also thinks that the content of the material will allow it to be independently understood by students and young residents because the scenario is well described.

He does not find the material objectives are clear because the assessment of learning goals is too unclear in his view, e.g. -Communication skills -Attention allocation -Info utilization is very broad and could be better explained. Her recommends applying SMART criteria.

Prof. Martin Klasen opinion is that the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture if the learning goals are modified. He finds that the material will stimulate interest in the discipline for students and young residents because the case is relevant and close to reality. Also, he thinks that the module will allow an exchange and discussion between students as the case contains many

variables and degrees of freedom that conduct to a lot of discussion material and that the material will allow an exchange and discussion between the student and the teacher for the same reason.

He does not think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing as the learning goals are too unclear at present (see above). He believes that the scenarios could be perceived as realistic by students and young residents.

The overall satisfaction was 3 points from 5. He like the most about the scenario that it is a realistic case, high relevance. He suggests to make learning goals clearer (see above).

Conclusion

The external evaluation was completed smoothly without great delay, but in the end one of the ten evaluators did not accomplish the evaluation for one theoretical module (Systematic Approach to Emergency (xABCDE, SAMPLER, BLS/ALS Algorhythm, ISBAR Model) and two scenarios (Distributive shock - Sepsis, Anaphylaxis and Cardiogenic shock). We have had evaluated 9 theoretical modules out of 10 and 23 scenerios out of 25. The overall feedback was positive and we had a satisfaction mostly of 4 points of 5. The theoretical modules were perceived mostly as traditional, but the scenarios were appreciated as inovative.

Regarding the suggestions of improvement there was pointed to put more emphasis on communication skills, to add more details for the actors, to define more clearly the objectives, to mention about the simulator brand or to keep the case realistic.

This evaluation is of a great help to us in succeeding in WP4, it confirms us that we have a solid theoretical base for the practical part of the SAFETY project.

ANNEX 1 - Results of the evaluation questionnaires

External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

paspas53@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Theoretical modeule - Cardiovascular Emergencies (ACS, Hypo-/Hypertension, Arrhythmia)

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Is very clear

Have you got some suggestions for overall improvement of the material? *

No... but, can be a summary of the text

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

yangzi37@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Theoretical module - Pulmonary Emergencies

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

May be understood for students level

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

It is stated simple and clear

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

-

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

They are not very different as traditional lecture, but some extra skills are stated.

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

Topics are interesting, and the presentation is short on subject.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

.....

If no, please explain why.

I am not quite sure, depends on they interest.

.....

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

Some diagnostic and treatment points need to be explain and prioritized.

.....

If no, please explain why

.....

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Is is simple, pragmatic approach.

Have you got some suggestions for overall improvement of the material? *

Incidence of the pathology may be useful to emphasize the importance of subject. Clinical findings of the pathologies may be described, as they usual are the base of diagnosis. Evolution and prognosis of the disease are not described. They may want to know teh expectation and the importance of quick evaluation and raid and fast management.

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

mklasen@ukaachen.de

Please name the theoretical/practical module subject of your evaluation. *

Theoretical module - Traumatic Emergencies

Is this theoretical/practical material adequate for the study by students and young residents * of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ?

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Very comprehensive, also background information is provided. Figures allow for a rapid overview over the most important aspects.

Have you got some suggestions for overall improvement of the material? *

p. 2/3: Handover has no own sub-heading in the text --> might be helpful

p. 2: Sub-headings of the following text should be identical to the elements listed here --> makes orientation easier

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Google Forms

External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

estherleon@ub.edu

Please name the theoretical/practical module subject of your evaluation. *

Theoretical module - Neurological & Psychiatric Emergencies

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

If no, please explain why.

It will be helping to have another kind of materials like videos etc. Explanations only with a document could be not understood. I will be adding references.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

I will be suggesting to differentiate or doing versions for students in different grades and residents, the approach will be absolutely different considering their exposure to the clinical field.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

clear

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

I am evaluating a theoretical material, so I think i could not answer this question

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

I will say yes with the simulation scenarios I do not have a clear answer considering I am evaluating theoretical materials.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

I will say yes with the simulation scenarios I do not have a clear answer considering I am evaluating theoretical materials.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

If no, please explain why

I will say yes with the simulation scenarios I do not have a clear answer considering I am evaluating theoretical materials.

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

It is clear distribute the content

Have you got some suggestions for overall improvement of the material? *

Adding references. Add another kind of resources for the theoretical foundations.

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

a.ten.haaf@mumc.nl

Please name the theoretical/practical module subject of your evaluation. *

Theorie Shock

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

Very nice not to long theorie writte piece about shock.

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

I hope so because it's one of the key items in medical treatment

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

.....
This is traditional

If no, please explain why.

.....

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

.....
Keyitem in acute patient care

If no, please explain why.

.....

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

It's theory

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

Perhaps they will/should have questions

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Nicely written,

Have you got some suggestions for overall improvement of the material? *

I don't like small elements of the figures graphical, explain something of fluids or don't mention ,
epinefrine should only be used in trained hands, focus more on diagnosis and the use of ultrasound
because it's decisive in most cases, tension pneumothorax needle decompression, skills after reading
literature?? figure 6 is ABRACADABRA

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

jaimemiguelabreumd@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Infant Emergencies & Obstetrics

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

Provides a succinct approach to major pediatric and obstetric emergencies

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

students sometimes have difficulty interpreting the medication or understanding their dosage. Because from my experience, they are often unaware of the concentrations of drugs made available by the hospital pharmacy

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

Well laid out and summarized content

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

I think it will be important for students to have a traditional lecture approach first, then it will be easier for them to understand this document.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

simple and practical to read and interpret

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

The teacher should encourage students to understand why, that is, the content behind that summary information

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

allows a quick and systematic review of the contents during the debriefing

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

the schematic form

Have you got some suggestions for overall improvement of the material? *

is very good, with nothing to add

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

lsales@esscvp.eu

Please name the theoretical/practical module subject of your evaluation. *

Theoretical module - Thermal and Toxicological Emergencies

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

It has the most important summarised information

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

I Think they need and adjuvante explanation of the professor in some subjects and aspects, depending of the stage/year of the student

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

Clear and synthetic information

.....

If no, please explain why

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Have figures and a practical approach

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

is structured in an appealing way

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

can discuss aspects of patients' symptoms and therapeutic approach

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

If no, please explain why

a quizz could be introduced which would then be discussed and corrected with the teacher

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

a summary presentation of the information

Have you got some suggestions for overall improvement of the material? *

Introduce a clinical case and a quizz

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

gg@nume.plus

Please name the theoretical/practical module subject of your evaluation. *

Theoretical module - Aspects of CRM, Teamwork, Leadership, Communication | Infant dyspnea | Child birth

Is this theoretical/practical material adequate for the study by students and young residents * of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ?

Yes

No

If yes, please explain why.

Very clear and well structured documents

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

The document expresses the concepts clearly and concisely.

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Simulation scenario are clear and structured

Have you got some suggestions for overall improvement of the material? *

Add more sim-scenarios

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

justine.douhet@limbsandthings.com

Please name the theoretical/practical module subject of your evaluation. *

An Introduction to Medical Simulation

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

very detailed

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

NA

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

maybe reduce apprehension by detailing what's going to happen

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

.....

If no, please explain why.

.....

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

opportunity to ask any question before the training

.....

If no, please explain why

.....

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

very detailed and accessible, I learnt things on simulation

Have you got some suggestions for overall improvement of the material? *

Would add video material to make it more engaging

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External evaluation of e-learning modules (WP3)

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Email *

yangzi37@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

ACS – Acute coronary syndrome

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

Clear and simple

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

it is a frequent pathology, "by the book" scenario

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

Are clearly stated

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Case scenarios should initiate active thinking and action

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

It is realistic, every day case with a type of emergency of what every student may foreseen as could face in their practice

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

They should communicate and work as a team, afterward they should explain their actions

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

There are a lot of CRM objectives, so they can be accessed during debriefing

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

Nice scenario, easy to set specific learning targets

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

Real case, correct briefing

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Nice, simple, clear case

Have you got some suggestions for overall improvement of the material? *

Condition of occurrence of the pain may be asked (activity or stand-by), irradiation of pain and other accompanying symptoms may be addressed by participants, they could be described at briefing for patient. Nitroglycerin administration may be tried also (may be described that the pain not alleviate).

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External evaluation of e-learning modules (WP3)

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Email *

a.ten.haaf@mumc.nl

Please name the theoretical/practical module subject of your evaluation. *

Sim scenario Atrial fibrillation with instatbility

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

Situation that occurs often in real practice and should be practiced

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

To many learning targets!! Keep it simple and adjust it to the learning level

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Practice makes perfekt, something you've seen wil be remembered

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

Very common scenario

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

- Yes
- No

If yes, please explain why

It's a nice scenario wich helps dealing with these kind of situations

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

- Yes
- No

If yes, please explain why.

There are multiple ways in dealing such scenario's

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

Way to much learninggoals, stick to 3 learning goals. You can adress CRM but students first need to practice clinical reasoning and treatment before they ca focus on crm

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

I would rather talk that scenario's should berelevant for there daily practice

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Content is fine

Have you got some suggestions for overall improvement of the material? *

Briefing is not ABCDE, list of materials lots missing, don't talk about what simulator brand, expected actions no ABCDE?, Recognising the emergency very good!! Maximum time scenario!!

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External evaluation of e-learning modules (WP3)

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Email *

a.ten.haaf@mumc.nl

Please name the theoretical/practical module subject of your evaluation. *

Sim scenario Bradyarrhythmia

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

Should be appropriate for their level of education, make sure to have lifesavers

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

In my opinion there are way to many learning goals, sharing metal models is something for the debriefer

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Theoretical knowledge should be present before going into a scenario

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

It's a nice scenario wich helps dealing with these kind of situations

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

There are multiple ways in dealing such scenario's

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

Could be possible to search for the best treatment

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

Way to much learninggoals, stick to 3 learning goals. You can adress CRM but students first need to practice clinical reasoning and treatment before they ca focus on crm

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

I would rather talk that scenario's should berelevant for there daily practice

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

The way the scenario is described, the different phases and treatment options

Have you got some suggestions for overall improvement of the material? *

Not suitable for nursing students, List of materials doesn't contain Oxygen mask, look at responses of confederate?? To many expected actions keep it realistic,

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External evaluation of e-learning modules (WP3)

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Email *

yangzi37@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Hypertension/ Hypertensive crisis

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

Clear and simple

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

Is not very complicate case, briefing is correct stated

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

the main situation is clearly described

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Simulation has the value that put students to think and find answers

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

Is a real possible case, they have to interact

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

They should action as a team, they have to communicate and they may explain each other they frame and actions

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

Nice case scenario, opens a lot of possible case discussion and quality debriefing

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

Scenario is simple, clear and reflects the main pathology

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

Briefing is nice, realistic one, scenario flow is similar to real life

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Clear, simple, objectives well stated

Have you got some suggestions for overall improvement of the material? *

Hypertensive crisis are very common, but severe encephalopathy is not, ususaly the cardiologist are called for this type of emergencies. Is not very clear for me this HDU where is? HDU may have many specialities, as the doctors I am not sure what specialitiy have.

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

jaimemiguelabreumd@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Respiratory Failure

Is this theoretical/practical material adequate for the study by students and young residents * of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ?

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

clearly identifies a situation where oxygen therapy is insufficient and requires non-invasive ventilatory support

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Allows students to understand the next step when oxygen therapy is insufficient

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

allows integrating theoretical knowledge with clinical practice

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

allows students to gain awareness of what to do when oxygen therapy is insufficient

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

for the same reasons

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

for this, the participant must be aware of all the resources available before the simulation

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

approach needed to resolve the case

Have you got some suggestions for overall improvement of the material? *

with nothing to add

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

paspas53@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Scenario polytrauma

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

I don't know the text you should study. I think a clear explanation of what they should do is necessary

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Clinical simulation causes them to think about what they should do and why

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

.....

If no, please explain why.

.....

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

The objectives are clear and specific

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

High fidelity simulation is required

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

CRM !!!

Have you got some suggestions for overall improvement of the material? *

no

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

paspas53@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Scenario TBI

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

An explanation of the most frequent signs and symptoms in a head injury is necessary

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

.....

If no, please explain why.

.....

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

I like that the case ends with simple goals

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Decision-making (is very difficult)

Have you got some suggestions for overall improvement of the material? *

no

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

jaimemiguelabreumd@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Abdominal Trauma

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

The presented protocol presents an initial approach in an emergency context in the face of an abdominal trauma situation.

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

must specify the ABCDE protocol

.....

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

.....

If no, please explain why.

.....

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

I consider that the scenarios are realistic the closer they are and the greater the available material there is. An ultrasound may be important to be available

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

universal and systematic approach

Have you got some suggestions for overall improvement of the material? *

specify ABCDE protocol

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

jaimemiguelabreumd@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Acute Compartment Syndrome

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

.....

If no, please explain why.

.....

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Diagnosis focused on physical examination rather than laboratory tests

Have you got some suggestions for overall improvement of the material? *

no

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

mklasen@ukaachen.de

Please name the theoretical/practical module subject of your evaluation. *

Stroke

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

Scenario and learning goals are well described

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

.....

If no, please explain why.

.....

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

.....

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

Scenario and goals are well described and fit to each other. Goals are precise enough to allow for an identification of performance gaps.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Realistic case, high relevance, case and goals are well described and allow for an identification of performance gaps.

Have you got some suggestions for overall improvement of the material? *

no, I like the material a lot.

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

mklasen@ukaachen.de

Please name the theoretical/practical module subject of your evaluation. *

ICB

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

Learning goals are too unclear (cf. SMART criteria); scenario description is too vague; Scenario saver infos appear too short and in part inadequate to their aim.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

Learning goals are too unclear (cf. SMART criteria); scenario description is too vague; Scenario saver infos appear too short and in part inadequate to their aim.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

Learning goals are too unclear (cf. SMART criteria)

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

Learning goals are too unclear and assessment of their fulfilment will be very difficult

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

Case is relevant and realistic

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

many content aspects and behavioral degrees of freedom

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

many content aspects and behavioral degrees of freedom

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

Learning goals are too unclear (see above)

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

High practical relevance of the case

Have you got some suggestions for overall improvement of the material? *

Learning goals should be clearer (cf. SMART criteria); scenario description should be more elaborate;
Scenario saver infos should be adapted to their aim.

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

estherleon@ub.edu

Please name the theoretical/practical module subject of your evaluation. *

Scenarios - 1. Epilepsy

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

It adress important aspects of the relevant knoledge about the topic.

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

I will be suggesting to differentiate or doing versions for students in different grades and residents, the approach will be absolutely different considering their exposure to the clinical field.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

.....

If no, please explain why

They are clear but I will suggest to reduce the number of CRM points if not i will be not

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

Experimental learning will be helping to the fixation of the content nevertheless the theoretical foundations are necessary before going to the simulation scenario. Simulation does not replace level 1 and 2 of the Miller's pyramid.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

Yes, experiential learning will be helping to understand the discipline

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

yes, simulation helps to trigger conversations, it is important to have in mind what kind of topics you will be addressing in the debriefing

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

yes, simulation helps to trigger conversations, it is important to have in mind what kind of topics you will be addressing in the debriefing

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

Yes, but I observe a lot of goals, I doubt they could be covered in a debriefing

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

Briefing is well designed but i am wondering how it will be built an stimulating enviroment for the learning and a safe container, how well is explained the materials, it will be impact on the perception of realism.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Easy to understand and have a quick view of the scenario.

Have you got some suggestions for overall improvement of the material? *

There are a lot of CRM points as aims. I will suggest to reduce to 1 or 2, if not the aims will not be enough covered. I will be suggesting to include time of the scenario. I will be suggesting to include as well variations of the scenario depending on the students level. I suggest to add the simulation level of the scenarios with Boston Children's SimZones for a better understanding. I will be adding what kind of skills are adressed in the simulation: skills, decision making, teamwork. I will be suggesting to add a debriefing topics page, and observations page.

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

estherleon@ub.edu

Please name the theoretical/practical module subject of your evaluation. *

scenarios 2. Psychosis

Is this theoretical/practical material adequate for the study by students and young residents * of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ?

Yes

No

If yes, please explain why.

It adress important aspects of the relevant knowledge about the topic.

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

I will be suggesting to differentiate or doing versions for students in different grades and residents, the approach will be absolutely different considering their exposure to the clinical field.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

They are clear but I will suggest to reduce the number of CRM points if not i will be not

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Experimental learning will be helping to the fixation of the content nevertheless the theoretical foundations are necessary before going to the simulation scenario. Simulation does not replace level 1 and 2 of the Miller's pyramid.

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

Yes, experiential learning will be helping to understand the discipline

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

yes, simulation helps to trigger conversations, it is important to have in mind what kind of topics you will be addressing in the debriefing

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

conversations, it is important to have in mind what kind of topics you will be addressing in the debriefing

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

Yes, but I observe a lot of goals, I doubt they could be covered in a debriefing

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

Briefing is well designed but i am wondering how it will be built an stimulating environment for the learning and a safe container, how well is explained the materials, it will be impact on the perception of realism.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Easy to understand and have a quick view of the scenario.

Have you got some suggestions for overall improvement of the material? *

There are a lot of CRM points as aims. I will suggest to reduce to 1 or 2, if not the aims will not be enough covered. I will be suggesting to include time of the scenario. I will be suggesting to include as well variations of the scenario depending on the students level. I suggest to add the simulation level of the scenarios with Boston Children's SimZones for a better understanding. I will be adding what kind of skills are adressed in the simulation: skills, decision making, teamwork. I will be suggesting to add a debriefing topics page, and observations page.

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

a.ten.haaf@mumc.nl

Please name the theoretical/practical module subject of your evaluation. *

Sim sceario Hypoglycemia

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

If no, please explain why.

Not suitable for young residents in the way it's described, if context is changed it could be, for paramedics it's suitable

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

Main problem is clear and this should be clear to students

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

No clear learning goals, no actions you want to see, just some vague questions about appropriate interventions according.... ABCDE is good, SBAR is good!

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Practice when theorie is taught

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

Simple but important scenario

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

Very clear and just one way of treatment

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

If no, please explain why

Very clear and just one way of treatment

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

Learning goals are very vague

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

I would rather talk that scenario's should berelevant for there daily practice

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Lot of info's are missing

Have you got some suggestions for overall improvement of the material? *

Make al scenario designs the same, same info's

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

yangzi37@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Hypovolemic shock /haemorrhagic shock(HS)

Is this theoretical/practical material adequate for the study by students and young residents * of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ?

Yes

No

If yes, please explain why.

Scenario well explained, clinical and laboratory findings described.

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

Presentation of patients data are quite simple and intuitive.

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

Learning objectives clearly stated.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Scenario simulation promote clinical thinking and focusing.

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

Case presentation are more similar to real life and the necessity of finding right answers stimulate their attention.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

Differential diagnosis and different management plan are always possible and promote opinion exchange.

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

Should do, teacher have to explain the right answers, should give feed-back upon their activity regarding learning objectives.

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

Learning goals may be easily explained during debriefing.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

High fidelity simulators and good preparation for scenarios (setup) may simulate real life situation.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Clearly stated learning objectives, simple and precise briefing and patient data.

Have you got some suggestions for overall improvement of the material? *

Excellent material. Phase 2 contains hypertension instead of hypo

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

lsales@esscvp.eu

Please name the theoretical/practical module subject of your evaluation. *

Tension pneumothorax

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

The scenario is objective and with the necessary description

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

Depending on the stage and teoretical preparation before the scenario, but debriefing is essential

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Because they can transport the knowlege to pratical intervention

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

is more realistic

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

To discuss the clinical case and the possibilities of the diagnostic and interventions

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

On the debriefing session

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

The organization of the contents

Have you got some suggestions for overall improvement of the material? *

Define the objectives for the deabrinf and the metodology to performe the debrienfing

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

lsales@esscvp.eu

Please name the theoretical/practical module subject of your evaluation. *

ACLS/CPR

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

Its more real and at the same time students mobilize theoretical and practical skills

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Objective

Have you got some suggestions for overall improvement of the material? *

Define the objectives for the deabrinf and the metodology to performe the debriefing

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

gg@nume.plus

Please name the theoretical/practical module subject of your evaluation. *

Theoretical module - Aspects of CRM, Teamwork, Leadership, Communication | Infant dyspnea | Child birth

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

Very clear and well structured documents

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

The document expresses the concepts clearly and concisely.

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Simulation scenario are clear and structured

Have you got some suggestions for overall improvement of the material? *

Add more sim-scenarios

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

gg@nume.plus

Please name the theoretical/practical module subject of your evaluation. *

Theoretical module - Aspects of CRM, Teamwork, Leadership, Communication | Infant dyspnea | Child birth

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

Very clear and well structured documents

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

The document expresses the concepts clearly and concisely.

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Simulation scenario are clear and structured

Have you got some suggestions for overall improvement of the material? *

Add more sim-scenarios

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

justine.douhet@limbsandthings.com

Please name the theoretical/practical module subject of your evaluation. *

Emergencies in pregnancy

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

would add more emphasis on communication with patient and NOK

.....

If no, please explain why

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

scenario can enhance stress and seriousness of situation

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

.....

If no, please explain why.

.....

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

scenario filmed and debriefing with the team/actors after

.....

If no, please explain why

.....

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

expected management was very clear

Have you got some suggestions for overall improvement of the material? *

more emphasis on communication skills

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

justine.douhet@limbsandthings.com

Please name the theoretical/practical module subject of your evaluation. *

Thermal injury

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

understood task and content

If no, please explain why.

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

management of burn patient

If no, please explain why

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

simulation was proven to be effective method of learning after theoretical knowledge

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

team work and problem solving

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

debriefing, scenario filmed

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

with support of an actor/simulated patient

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

material was clear

Have you got some suggestions for overall improvement of the material? *

more details for actors/ SP

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

paspas53@gmail.com

Please name the theoretical/practical module subject of your evaluation. *

Intoxication

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not to long) ? *

Yes

No

If yes, please explain why.

This material is clear, short and concise.

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

In my opinion a theoretical background is necessary

.....

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

The objectives are short and clear. The success of the case are the learning objectives

.....

If no, please explain why

.....

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

This is a very common case in emergencies.

.....

If no, please explain why.

.....

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

Because there are various forms of poisoning and the key is the differential diagnosis.

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

Can be difficult for the student..

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

.....

If no, please explain why.

.....

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Learning Target CRM.

Have you got some suggestions for overall improvement of the material? *

No, maybe add leadership in CRM

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External evaluation of e-learning modules (WP3)

This questionnaire aims to assist the external reviewers in providing feedback to the SAFETY partners regarding the present status for the e-learning modules (WP 3)

Email *

mklasen@ukaachen.de

Please name the theoretical/practical module subject of your evaluation. *

Multimorbidity and Palliative Care

Is this theoretical/practical material adequate for the study by students and young residents of the subject in terms of quality (clear, can be understood by those without clinical experience, not too long) ? *

Yes

No

If yes, please explain why.

scenario is well described, although learning goals could be clearer (i.e., follow SMART criteria)

If no, please explain why.

.....

Do you think the content of the material will allow it to be independently understood by students and young residents? *

Yes

No

If yes, please explain why.

scenario is well described

If no, please explain why.

In your opinion, were the theoretical/practical material objectives clear? *

Yes

No

If yes, please explain why.

If no, please explain why

Assessment of learning goals is too unclear in my view, e.g.

-Communication skills

-Attention allocation

-Info utilization

are very broad and could be better explained. I recommend applying SMART criteria.

Do you think the module will allow students and young residents to be able to learn the content of the material more effectively than in a traditional lecture? *

Yes

No

If yes, please explain why.

if the learning goals are modified, yes

If no, please explain why.

Do you think the material will stimulate interest in the discipline for students and young residents? *

Yes

No

If yes, please explain why.

case is relevant and close to reality

If no, please explain why.

Do you think the module will allow an exchange and discussion between students? *

Yes

No

If yes, please explain why

case contains many variables and degrees of freedom --> a lot of discussion material

If no, please explain why.

Do you think the material will allow an exchange and discussion between the student and the teacher? *

Yes

No

If yes, please explain why.

case contains many variables and degrees of freedom --> a lot of discussion material

If no, please explain why

For practical modules only - Do you think the scenario is aligned with the learning goals and that it would allow to explore and reduce the performance gap during the debriefing?

Yes

No

If yes, please explain why.

Learning goals are too unclear at present (see above)

If no, please explain why.

For practical modules only - Do you think the scenarios could be perceived as realistic by students and young residents?

Yes

No

If yes, please explain why.

If no, please explain why.

Overall, how satisfied are you with the value of the material? *

Low satisfaction

1

2

3

4

5

High satisfaction

What did you like the most about the theoretical/practical material? *

Realistic case, high relevance

Have you got some suggestions for overall improvement of the material? *

Make learning goals more clear (see above)

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