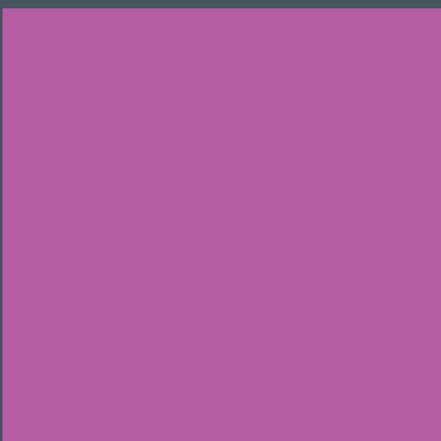


SIMULATION SUITE FACILITIES AND RESOURCES

Marston Road site
Faculty of Health and Life Sciences



All suites have plasma
displays

Activity of Daily Living (ADL) suite

The activity of daily living suite is designed to simulate the home environment. It has a kitchen, bathroom, bedroom and living room areas. All of these areas are designed to recreate typical real life scenarios that practitioners might encounter in the home. This suite is predominately used to train student health and social care professionals such as occupational therapists, health visitors, nurses, and social workers to provide care or promote independence in the home setting.

In this environment practitioners are able to practise manoeuvring wheelchairs, hoists and other aids around typical household furniture and fittings.

They are able to learn how to assess a home for adaptive aids and to gain the skills required to help patients and their families maintain independence with daily living activities.

This raises awareness about how caring in the home differs from caring in hospital and gives practitioners the confidence to make support and care in the home a success, and a real option for people who would otherwise need to stay in hospital, a residential home or a hospice.



Anatomy suite

The anatomy suite is specifically designed and equipped to enhance learning about human anatomy and physiological systems. Good anatomy knowledge is essential for any health or social care practitioner. As a School we are aware that it is often very difficult to learn the significance and context of anatomical structure and function from a textbook.

The anatomy suite offers an opportunity to learn through computer assisted self directed study the use of 3D anatomical models and computerised programmes such as anatomy TV.

www.anatomy.tv



Communications suite

Communication in health and social care is frequently scrutinised and criticised for its failure to meet patients and their families' needs for clear, consistent and unambiguous information, which is supported by active and sensitive listening. The Faculty of Health and Life Sciences is dedicated to developing practitioners who have excellent listening and communication skills. The communications suite plays an important role in this and has two key components.

A room that can be arranged in a number of different ways, for example as a typical consultation room, a relatives' room, a counselling suite or as a living room scenario. This room is adjacent to a spacious 'state-of-the-art' observation room supported by comprehensive video and audio feeds.

Room 1 offers an ideal environment where learners can practise or develop their communication skills through peer role play. Realistic scenarios can also be created by using actors or service users. Feedback is an essential part of learning in communication. The communications suite offers scope for discrete observation by tutors and peers either via the one-way mirror or video or audio feeds in Room 2. This facility ensures that the integrity of the role play is maintained, so that learners can practise without distraction or the sense of pressure that can often occur when tutors or peers are present in the same room.

Learning can also be enhanced by using video and sound recording to address tones of voice and intonation, or the importance and impact of body language.

Communications suite continued...

Either individually or as a group, learners can reflect on their own and their peers performance and identify action plans to ensure that continuing development takes place in this critical skill.

Communication is of course not only done face to face, health and social care professionals spend a lot of time speaking to patients and clients and other members of the multi disciplinary team over the telephone.

The communications suite is equipped with a telephone training system where students can practise and improve their telephone communication skills.



Suites 1,2,3,5,6, Kassam Movement Lab and Gym

These 7 areas are versatile environments that can be adapted to meet a large range of needs for those who are seeking to develop professional practice skills as a future health or social care practitioner. Recently, chartered physiotherapists who work with children and adults of all ages, from the new born to the older person have used these suites to develop their skills in manual therapy, therapeutic exercise and the application of electro-physical modalities. Each area accommodates a number of hydraulic and neuromuscular plinths.

The Gym and skills suite 3 are also specially adapted with Westminster Pulley's, parallel bars and suspension frames. Suite 5 can be adapted to offer either a children's ward or maternity suite offering specific medium fidelity simulation to support the children's nursing and midwifery courses. Clinical practitioners have access to simulated mannequins such as a Simbaby, a birthing simulator and incubators to assist students to develop and rehearse crucial clinical skills before commencing clinical placements.



Suite 4 - Ward environment

This nine bedded ward environment offers a simulated setting where practitioners can practise and learn fundamental caring skills. Within this environment students will be able to learn how to manage patients confined to bed or who are experiencing significantly reduced mobility. They can learn how to maintain a patient's skin integrity to prevent pressure sores, to feed someone who cannot manage to feed themselves, how to manoeuvre someone who is unable to move independently, how to administer injections and other medication and many other essential care skills and activities.

This environment can be modified from low to high dependency and can therefore be a daunting place for even experienced practitioners. It is an area where intricate monitoring and diagnostic equipment needs to be mastered quickly and confidence gained in supporting patients who are receiving complex therapies. In order to prepare practitioners for these challenges, this specialised simulated environment can also mirror a typical high dependency unit. It offers the opportunity to experience a very realistic ITU 'hands on experience'.



Suite 4a (including Human Orthotics)

There are four 'scrub' sinks where learners will be able to practice infection control hand washing techniques. Learners will also be able to familiarise themselves with specialist monitoring equipment and to practice their skills on highly realistic, full size and computer sensor equipped mannequins. These simulated mannequins both look, and if necessary, sound like real patients, they react like real patients and can be programmed to provide an extensive range of typical and atypical acute patient scenarios.

This versatile area will challenge and test clinical decision making and communication skills, so that when practitioners come to work in the real environment they are equipped to respond appropriately and effectively.

Orthotics, the construction of prosthetics, is an essential part of rehabilitation and supportive care. For many people, whether young or old, managing daily living without orthoses such as collars, splints, support belts and corsets would be impossible. Preparing and fitting orthotic splints is therefore an essential skill for occupational therapists and physiotherapists and all the School's occupational and physiotherapy students' spend time learning these essential skills. Suite 4a is very well equipped and has all the materials and equipment necessary to make the full range of orthoses that may be required to support limb function or relieve disabling pain.



Scotia Medical Observation and Training System (SMOTS)

Suites 2, 3, 4, 4a, Gym, ADL suites and communications suite are all equipped with the Scotia Medical Observation and Training System (SMOTS). All other suites have the ability to use the mobile SMOT cameras. SMOTS comprises of the latest video and audio technology that records and displays in real time to the tutor's monitoring station.

Each camera comprises a 360-degree pan tilt zoom with a highly sensitive microphone and directional loudspeaker. This allows a tutor to talk directly to the trainee or indeed the patient if necessary, during a care delivery episode. These real time recordings are held for up to 14 days. There is also the option to download recordings for review at a later date.

All suites have plasma displays, which allow simultaneous observation of multiple cameras while maintaining a full screen view of and communication with, a single bed or consultation/counselling location.

The output from SMOTS can be displayed in any of the skills suites or lecture theatre with a laptop connection to the network. Using plasma screens, the tutor can display the activity at the bedside to a wider audience in any of the suites.

To obtain a large-print copy of this publication or to enquire about other formats please contact **+44 (0) 1865 484848** or email **query@brookes.ac.uk**

Oxford Brookes University actively supports equality in education and welcomes applications from all people representative of our diverse community. For more details please visit www.brookes.ac.uk/services/hr/eod or phone **+44 (0) 1865 485929**.