



27. SIMULATION AS AN EFFICIENT TRAINING TOOL IN OBSTETRIC EMERGENCIES

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Introduction. Despite the era of high-tech medicine, high quality obstetric management requires a good collaboration between multidisciplinary professionals based on the improvement and acquisition of knowledge and practical skills. Simulation is a great method of transposing clinical cases in practice, as it allows the acquisition of knowledge through communication and error management.

Aim of study. The Aim of the study was to assess the efficiency of simulation and its impact on multidisciplinary teamwork in obstetric emergency service providers training

Methods and materials. 196 people were part of an obstetric emergencies simulation training program. The program was based on the "at the patient's bedside" principle and included 18 courses that lasted 3 days each within the Simulation Center. 78 people were surveyed, of which 41 doctors (52.6%) and 37 nurses (47.4%). The teams included specialists that were subjected to five scenarios. The cognitive learning model was based on factual articulation and conceptual articulation. To assess the degree of satisfaction, the participants completed an anonymous survey, which included 43 questions.

Results. Participants highlighted a general interest in simulation training in 76 cases (97.4%). Despite the initial reservations in 37 trainees (47.3%), at the end of the training all the surveyees described it as "a positive experience, which must be repeated at least once a year". The simulation consisted of briefing, simulation, and debriefing. The trainees were monitored by video and audio. Structured and constructive feedback was provided while encouraging assertive and non-judging communication. The mutual emotional support was emphasized in 74 cases (94.9%), in particular the importance of communication. During each scenario the team developed the standard management, being able to perform it repeatedly afterwards to strengthen their skills and reinforce the quality of the communication process. All participants specified that the proposed scenarios were well adapted and have greatly facilitated the learning process. According to 76 people (97.4%), there was an improvement in team dynamics, but the majority expressed the need for a leader (75 cases – 96.2%). 77 participants (98.7%) conveyed the importance of simulation as a training process and 75 people (96.15%) underlined its positive impact in dealing with obstetric emergencies. Simulation was proven to be an essential training specialists tool. Moreover, in 68 cases (87.2%), participants believe that the acquired skills will improve the workplace yield.

Conclusion. Simulation training led to better obstetric emergencies management through teamwork and correct decision making. It implemented the acquired theoretical knowledge through practical and communication skills development. The importance of communication while working in a multidisciplinary team was determined, with repeated simulation training serving as a model for continuing education.