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## What was done?

- ▶ A virtual reality-training course was developed and evaluated, regarding prevention and management of medication errors (ME) in NICUs

## Why was it done?

- ▶ 360° virtual room of errors = innovative educational tool which can be included in strategies of ME risk management
- ▶ NICUs = high-risk areas → priority target

We developed and evaluated a virtual reality-training program based on medication error management in the NICU of a university hospital centre

## How was it done?

### A multidisciplinary working group

- ▶ 2 neonatologists
- ▶ 2 pharmacists
- ▶ 1 pharmacy resident
- ▶ 3 NICU nurses



To define:



Target audience



Training model



Training schedule



Assessment methods (pre- and post-training evaluations)



Educational materials

## What has been achieved?



### Target audience

99 professionals involved in the medication circuit in the NICU:

- ▶ 9 physicians
- ▶ 8 residents
- ▶ 82 nurses



### Training schedule

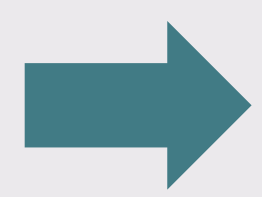
- ▶ Weekly sessions
- ▶ During 4 months



### Training model

Although it was a digital-training, a pedagogical format with « classroom » training sessions has been chosen to promote **interactivity** between learners and trainers, particularly during debriefing

- ▶ Every session was run by 3 professionals: physician, nurse, pharmacist



### Pre- and post-training evaluations

Evaluate and enhance **educational impact**

Kirkpatrick's 4 levels of training evaluation model:

Satisfaction questionnaires



Knowledge evaluation and skills self-assessment

Audits of practices



Monitoring of indicators (adverse events reports)



## What next?

- ▶ This concept promotes the **link between clinicians from the NICU** and the **multi-disciplinary approach concerning the risk management of ME**
- ▶ By directly involving all the healthcare professionals, this innovative training provides a **patient-safety culture development** and the **implementation of safety measures**
- ▶ The implementation of this training concept in a **multi-centric assessment of professional practices** should enable to confirm pedagogical interest of such innovative sessions and his deployment in other health facilities