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THE USE OF THE CHECKLIST AS A FACILITATOR IN THE STANDARDIZATION OF THE ASSEMBLY OF PRACTICAL CLASSES IN THE CLINICAL SIMULATION CENTER

Eliane Souza de Almeida Cruz

Abstract: The clinical simulation center is where students have the opportunity to participate in practical classes that will improve their clinical practices and promote the development of clinical reasoning. In order for these classes to be standardized and delivered by quality laboratory technicians, it is necessary to use a checklist that contains the following information: quantity and description of materials, mannequins and equipment, course and theme of the class. The use of this quality tool favors the planning of class assembly, brings more assertiveness to the teacher in the planning of his practical class and guides the laboratory manager in the purchase of materials. This study is a bibliographical review, where scientific evidence describes the importance of using the checklist to set up classes in the simulation center and how important it is to use this quality tool to standardize practical classes, as it increases the performance of the laboratory and contributes positively to the excellence of the teachers' classes.
Keywords: Check list. Health Simulation. Verification list.

INTRODUCTION

The clinical simulation center is the place where practical classes, courses and training for health professionals take place, an environment that reproduces everyday situations of health professionals (RAMOS, 2022).

To facilitate the standardization of the practical classes in the simulation center, you can use the checklist as a management tool, as it directs the laboratory technician in the preparation of materials (FERREIRA, 2021).

When the clinical simulation center does not use the checklist to standardize the classes, it does not bring good practices to the laboratory that will increase the performance of the laboratory and increase the quality of the classes available (LIMA, 2021).

The checklist is a quality process tool used to monitor and/or guide a process, this tool contains broad and relevant information that allows the standardization of classes at the clinical simulation center (FARIA, 2022).

The standardization of practical classes brings more quality to the classes offered to students, ensuring that all students who will participate in the class have access to the same materials and innovative technologies (SARAIVA, 2022).

Some studies in Brazil point out that the use of the checklist brings a culture of valuing work to the company, improving communication between team members and bringing more quality to the classes offered (FARIA, 2022).

In this study, a bibliographic survey of an exploratory character and a qualitative approach was used, where the importance of using the checklist in the simulation center will be described. The bibliographical consultation was carried out in publications available in Bireme and LILACS, published in the last 10 years. In this study, a bibliographic survey of an exploratory character and a qualitative approach was used, where the importance of using the checklist in the simulation center will be described. The bibliographical consultation was carried out in publications available in Bireme and LILACS, published in the last 10 years.

This bibliographic review study is divided into 4 chapters. In the 1st chapter we discussed the importance of using the checklist briefly. The 2nd chapter describes the importance of using the checklist in the simulation center. The 3rd chapter presents the benefits of the checklist for the simulation center. The 4th chapter presents the references used for the research.

DEVELOPMENT

The clinical simulation center is where the student has the opportunity to participate in practical classes that will innovate their clinical practices and develop decision-making in the face of everyday challenges (RAMOS, 2022).

In the clinical simulation center, students have the opportunity to improve their clinical reasoning and their daily professional practices, through deliberate practice, classes with human actors and simulators (RAMOS, 2022).

Practical classes at the simulation center bring the student a safe and controlled environment, offering the opportunity to improve practices that are necessary for their professional evolution (RAMOS, 2022).

The clinical simulation center has been much sought after by professors. The search for new pedagogical methodologies grows a lot and clinical simulation is very important for the training of students (FERREIRA, 2021).

Realistic simulation is an innovative methodology, very effective for teaching and stands out for bringing students the real experience of their professional experience (RAMOS, 2022).

The simulated scenario also allows the student to demonstrate their knowledge and enhance their practice, bringing autonomy to the construction of their professional identity (FERREIRA, 2021).

Clinical health simulation is able to fill learning gaps and bring students a rich experience between theory and practice in a controlled and safe environment (RAMOS, 2022).

A strategy that can be used to facilitate the standardization of the assembly of practical classes in the clinical simulation center is the use of the checklist quality tool, as it increases the reliability of the process (SARAIVA, 2022).

The implementation of this tool in the simulation center reduces the chance of errors in the assembly of practical classes and brings more assertiveness for the manager to carry out the request for materials and equipment (SARAIVA, 2022).

The checklist is used to standardize the process, allowing the simulation center to standardize practical classes and faithfully control the inputs used (FARIA, 2022).

The implementation of a checklist in the simulation laboratory is considered feasible, as it brings more quality in the delivery of classes and for guiding the manager of the simulation center in the purchase of materials and equipment (PACHECO, 2022).

When the manager of the simulation center plans his purchases based on the class checklist, he is more assertive about the product and/or equipment that must be purchased (SARAIVA, 2022).

The organization of simulation laboratories guided by the checklist has a very positive impact on setting up the scenario, taking into account that this practice reduces class delays due to lack of materials and equipment (RAMOS, 2022).

For the teacher, the checklist is also a facilitator, because with the quantity and description of the materials that are planned for the class, he can carry out his teaching planning with more assertiveness (LIMA, 2021).

When the simulation laboratory has standardized classes, it brings more quality to the classes offered to students, as all students perform practices with the same technologies (LIMA, 2021).

The checklist must be prepared according to the theme and needs of each practical class, being validated by two teachers responsible for the practice, by the course coordinator and by the manager of the simulation center (SARAIVA, 2022).

Because it is a structured tool, it contains

information that provides the simulation laboratory technician with an advance planning of classes scheduled at the simulation center (FARIA, 2022).

It is a tool designed according to the needs of the practical class and contains the following information: amount of material available, description of the material, material returned after class, course and topic of the class (CABRAL, 2021).

With the class-specific checklist, the risk of assembling the class with wrong materials is reduced, thus increasing the assertiveness of the classes delivered by laboratory technicians (GOMES, 2020).

When the clinical simulation laboratory technician has the checklist of the class he has to prepare, it facilitates his planning, as he has the exact list of all the inputs and equipment he will need (CABRAL, 2021).

The checklist must be used by the entire simulation center team and teachers, as it enables the standardization of classes and increases the quality of services provided (ESPINDOLA, 2020).

Preparing practical classes using the checklist brings more assertiveness, as the simulation laboratory technician uses this tool to prepare and separate the materials that are needed for each class (PACHECO, 2022).

The checklist must be prepared in such a way that it is understood by the entire team, as it brings information that will be used by professors, laboratory technicians and the manager of the simulation center (ESPINDOLA, 2020).

With the standardization of classes, communication between teams improves, as everyone can check exactly what they need for a given class (CABRAL, 2021).

Another benefit that the checklist can bring to the simulation center is the standardization of classes for different classes, which brings more assertiveness to the teacher and increases the quality of the class for students (FERREIRA, 2021).

A properly assembled scenario brings a very valuable experience to the student, as it enables the development of practical skills and clinical reasoning that are very important for their training (FERREIRA, 2021).

For the construction of the checklist, the information that is necessary for teaching planning and for planning the simulation center must be taken into account (SARAIVA, 2022).

In the simulation center checklist, it is important to contain information that will guide the assembly of the class, such as: amount of material made available, description of the material, material returned after the class, course and theme of the class (LIMA, 2021).

The checklist used in the standardization of practical classes at the simulation center facilitates the organization of classes, guides the center manager and allows students from different classes to have classes with the same quality (PACHECO, 2022).

The checklist can be considered a highly reliable tool, which allows everyone involved to develop their work with great quality, effectiveness and assertiveness (PACHECO, 2022).

CONCLUSION

When the simulation laboratory uses the checklist as a quality instrument to standardize classes, it is bringing good practices to the laboratory that will increase the laboratory's performance (LIMA, 2021).

The checklist of practical classes at the clinical simulation center in Brazil is a practice that is still evolving, but it is a very important tool (PACHECO, 2022).

Because it is a quality tool that is easy to apply, inexpensive and with a lot of potential to reduce complications in practical classes at the simulation center, the checklist is a very

suitable tool (FARIA, 2022).

The checklist is a quality tool that brings effective communication, reduces the risk of errors in the assembly of classes and provides the laboratory manager with prior planning for the use of inputs (ESPINDOLA, 2020).

It is a quality tool that can be used by the entire team, as it contributes to the particularities of each professional, bringing excellence to the services provided (ESPINDOLA, 2020).

The checklist is a great quality tool to be used in the simulation center when used to standardize the class, as it directs the laboratory technician in setting up classes and the teacher in planning (LIMA, 2021).

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