Simulation-based training and assessment of non-technical skills in the Norwegian Helicopter Emergency Medical Services: a cross-sectional survey

Håkon B Abrahamsen,1,2,3,4 Stephen J M Sollid,1,5,6 Lennart S Öhlund,7 Jo Røislien,5,8 Gunnar Tschudi Bondevik2,3

ABSTRACT
Background Human error and deficient non-technical skills (NTSs) among providers of ALS in helicopter emergency medical services (HEMS) is a threat to patient and operational safety. Skills can be improved through simulation-based training and assessment.
Objective To document the current level of simulation-based training and assessment of seven generic NTSs in crew members in the Norwegian HEMS.
Methods A cross-sectional survey, either electronic or paper-based, of all 207 physicians, HEMS crew members (HCMs) and pilots working in the civilian Norwegian HEMS (11 bases), between 8 May and 25 July 2012.
Results The response rate was 82% (n=193). A large proportion of each of the professional groups lacked simulation-based training and assessment of their NTSs. Compared with pilots and HCMs, physicians undergo statistically significantly less frequent simulation-based training and assessment of their NTSs. Fifty out of 82 (61%) physicians were on call for more than 72 consecutive hours on a regular basis. Of these, 79% did not have any training in coping with fatigue. In contrast, 72 out of 73 (99%) pilots and HCMs were on call for more than 3 days in a row. Of these, 54% did not have any training in coping with fatigue.
Conclusions Our study indicates a lack of simulation-based training and assessment. Pilots and HCMs train and are assessed more frequently than physicians. All professional groups are on call for extended hours, but receive limited training in how to cope with fatigue.

INTRODUCTION
In Norway, physician-manned air ambulance helicopters support ground ambulances in emergency missions for care and retrieval, and provide interhospital transfer of patients. The provision of ALS to critically ill and injured patients in helicopter emergency medical services (HEMS) is a complex process characterised by shifting workload and goals, ill-structured problems, uncertainty, intense time pressure, high stakes and a set of individually complex and interacting tasks of flight-operative, medical, technical, rescue and multidisciplinary character.1 This process is prone to human error, adverse events and ultimately iatrogenic injury,1–3 which are to a large degree preventable.1,3–6 The Norwegian HEMS conduct more than 7500 urgent and interhospital air medical patient transfers annually. More than 60% of these patients are critically ill or injured (National Advisory Committee for Aeronautics (NACA) score 4–6), and more than 12% are mechanically ventilated.6

Major adverse events in HEMS are rare, but the overall incidence of adverse events remains unknown.2 Poor interdisciplinary communication seems to be a significant factor in adverse events in air ambulance services7 and during trauma resuscitation.8 Baseline haemodynamic instability, mechanical ventilation and on-scene calls are factors associated with increased risk of life-threatening events in transit.9 Human error in any of these settings can be fatal.

Crew resource management (CRM) is a conglomerate of multidisciplinary, safety-management principles and training interventions designed to reduce human error by enhancing non-technical skills (NTSs).10–12 NTSs can be defined as ‘the cognitive, social and personal resource skills that complement technical skills, and contribute to safe and effective task performance’.13–15 Seven generic categories of NTSs have been suggested: situation awareness, decision-making, communication, teamwork, leadership, managing stress and coping with fatigue.12 Systematic training and assessment of NTSs in HEMS has received little attention in the past, although CRM training is required for all crew members. The time-pressured HEMS environment is not particularly suited for experiential training of NTSs.

Key messages
What is already known on this subject?
▸ Human error and deficient non-technical skills among providers of ALS in helicopter emergency medical services (HEMS) is a threat to patient and operational safety.
▸ Skills can be improved through simulation-based training and assessment.
▸ Crew resource management is a safety management strategy, mandatory for crew members in HEMS, intended to train and assess non-technical skills.

What might this study add?
▸ A significant number of crew members in the Norwegian HEMS lacked simulation-based training in, and assessment of, generic non-technical skills.
▸ All professional groups in HEMS are on call for extended hours but receive limited training in how to cope with fatigue.
Simulation-based training and assessment of NTSs, as one of several CRM training interventions, is called for and recommended.13–16 Multiprofessional simulation allows repetitive practice in rare conditions and potentially dangerous operations in a safe environment, reinforces understanding across disciplines, and permits real teams to train based on the knowledge of challenges and deficiencies.15,16 Simulation-based trauma team training has shown a significant effect on learning and team performance.15–17 Simulation is a useful tool for developing NTSs.14

The aim of this study was to document the current level of simulation-based training and assessment of a generic set of basic NTSs among crew members of the Norwegian HEMS. We hypothesised that crew members lacked simulation-based training in, and assessment of, NTSs. We also hypothesised that the extent of simulation-based training and assessment of these skills differed across the professional groups in this service.

METHODS

Setting

Eleven civilian HEMS bases operate in Norway today. Work is carried out by a small team (crew). Three crew members is the main crew concept. Each individual belongs to a separate profession. All of these professionals have their own group cultures and team dynamics, with different backgrounds and expertise, and they often work together only for a short period of time. The individual with his/her professional background is the basic building block from which HEMS crews are formed.15 In addition, team composition is continually shifting. This is why we chose to stratify our analysis by profession.

The pilot is the mission commander and has primary responsibility for flight safety and navigation; the HEMS crew member (HCM) is responsible for rescue operations and assists the physician on-scene and the pilot during flight operations; meanwhile, the physician is a certified or in-training anaesthesiologist responsible for patient treatment and care on-scene and during transportation to the hospital. Only one base operates with a nurse on board in addition to the aforementioned three-man crew. This is a local adaptation and is thus not representative of the general crew composition.

Questionnaire

Eight question categories relating to education and training in NTSs were presented as an extension of a patient safety climate questionnaire (see online supplementary appendix, section I). The present study focuses on the two question categories documenting the overall extent of simulation-based training (question 16) and assessment (question 17) on a four-point ordinal scale (0, 1–2, 3–5, >5 times per year). Both question categories contained seven questions, one for each of the aforementioned seven generic NTS categories: (1) decision-making, (2) leadership, (3) communication, (4) situation awareness, (5) teamwork, (6) managing stress and (7) coping with fatigue.13

The questionnaire contained information on one possible explanatory variable: the maximum number of consecutive on-call duty hours, reported on a seven-point ordinal scale.

Data collection

Between 8 May and 25 July 2012, we conducted an anonymous, cross-sectional survey among all 207 physicians, HCMs and pilots working in the civilian Norwegian HEMS. To maximise the response rate, a commentary on the upcoming study was published in the *Norwegian Medical Journal*.18 The survey was distributed via both e-mail, with a link to a web-based questionnaire (Questback), and an identical paper version (see online supplementary appendix) along with prepaid stamped return envelopes. After 2–4 weeks, all crew members received a follow-up phone call as a reminder and encouragement to answer.

Questionnaires returned with missing data on occupation or profession were excluded. We also excluded those with more than 50% missing values in order to maintain consistency with an upcoming psychometric analysis from other parts of the questionnaire relating to safety climate, but not within the scope of this survey (see online supplementary appendix). Respondents were excluded if they did not work in the civilian HEMS (eg, military search and rescue helicopter or aeroplane) and if they did not belong to the aforementioned target group of professionals (eg, nurses and paramedics).

Statistical analysis

Our unit of analysis is the professional groups rather than the HEMS crew as a whole. Descriptive data are presented as ratios or numbers. Spearman’s correlation (r_s) was calculated to assess the inter-item association between each of the seven items in question categories I6 and I7. Frequency of simulation-based training and assessment of NTSs across all professional groups is presented as bar charts. The group of nurses was considered too small (n=6) to allow comparison of professional groups in a rigorous statistical analysis.

To assess possible differences in simulation-based training and assessment between professions, we dichotomised the items (0=no training/assessment, 1=some training/assessment) and used them as dependent variables in a series of logistic regression models, with crew type as a three-level nominal explanatory variable: physician, HCM and pilot. The last of these was used as the reference group, since the aviation industry has led the field and driven formal assessment of individual pilot’s NTSs.19 Results are presented as OR with 95% CI.

Fisher’s exact test was used to explore the association between crew members working for the health enterprise (physicians) or the flight operators (HCMs and pilots) and three dichotomised variables by using a two-by-two design: on-call duty hours (0=less than or equal to 72 h, 1=more than 72 h); simulation-based training and assessment (0=no training/assessment, 1=some training/assessment). Results are presented as ratios (%) and numbers, and a p value less than 0.05 was considered significant.

SPSS V.18.0 and the freeware R 2.12 were used for all calculations.

Ethics

This study was conducted in compliance with the ethics guidelines of the Helsinki Declaration. All participants received written information about the purpose of the study, and were told that the data would be collected anonymously and treated in confidence. The regional ethics committee of South-Eastern Norway (reference number 2010/3326) and the Norwegian Social Science Data Services reviewed and approved the study. Written informed consent was considered unnecessary, since responding to the questionnaire was voluntary.

RESULTS

Of the 207 people working at the 11 Norwegian HEMS bases, 172 responded (150 electronically, 22 on paper via mail), of which 158 were eligible for inclusion. Accordingly, the response rate was 81.8% (figure 1). All HEMS bases were represented among the respondents. Of the included respondents, 82
(52.9%) were working for the health enterprise, and 73 (47.1%) for the flight operator. None of the HCMs had less than 5 years of prehospital experience. In contrast, 26 of the 82 physicians (31.7%) and 13 of the 32 pilots had less than 5 years of prehospital experience. Of the HCMs, 33 (78.6%) had more than 10 years of prehospital experience.

There is a strong correlation ($0.68 \leq r_s \leq 0.89$) between the generic NTS categories 1–6 related to the simulation-based training of NTSs (table 1, question category I6). Correlation between these six categories and the skill category ‘coping with fatigue’ was generally somewhat smaller ($0.53 \leq r_s \leq 0.78$). There is also a strong correlation ($0.77 \leq r_s \leq 0.91$) between the NTS categories 1–6 related to the assessment of NTSs (table 1, question category I7). Correlation between these six categories and the skill category ‘coping with fatigue’ was distinctly smaller ($0.62 \leq r_s \leq 0.76$).

Visual inspection of the bar charts of the frequency of simulation-based training (figure 2) and assessment (figure 3) indicate that HCMs generally appear to train and undergo assessment more frequently, and physicians less frequently, than pilots.

These apparent differences in simulation-based training between groups of crew members are, however, not statistically significant (table 2, question category I6). The tendency for ORs to be larger for HCMs and smaller for physicians can be seen across all skill categories, but CIs are wide.

Physicians are assessed significantly less frequently than pilots (table 2, question category I7), but the differences between HCMs and pilots are not statistically significant. There is, however, also a tendency here for ORs to be larger for HCMs and smaller for physicians across all skill categories.

Compared with employees working for the flight operator (pilots and HCMs), employees working for the health enterprise (physicians) undergo statistically significantly less frequent simulation-based training (table 3, question category I6) and assessment (table 3, question category I7).

All professional groups work longer hours and are exposed to significant fatigue. Of the hospital employees, 50 out of 82

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**Figure 1** Participant flow through the study illustrating inclusion/exclusion of respondents. HEMS, helicopter emergency medical service; HCM, HEMS crew member; SAR, search and rescue.

were on call for more than 72 consecutive hours on a regular basis. Of these, 79% did not have any training in coping with fatigue. In contrast, 72 out of 73 (99%) pilots and HCMs were on call for more than 3 days in a row. Of these, 54% did not have any training in coping with fatigue.

DISCUSSION
This is the first study of simulation-based training and assessment of NTSs in the Norwegian HEMS. We found considerable variation in the extent of simulation-based training and assessment of NTSs among the crew members. A significant number of crew members reported complete absence of simulation-based training and assessment.

The strength of correlations between the NTS categories was generally high. That is, the more respondents train or undergo assessment in one of the NTS categories, the more they generally train or undergo assessment in other NTS categories. The item ‘coping with fatigue’ differs from the other skill categories, which might reflect the fact that it is not an explicit skill category but rather an item that influences the others.

**Lack of simulation-based training**
The need for training in complex environments is often underestimated. Our data indicate that, compared with HCMs and pilots, a statistically significantly smaller proportion of HEMS physicians have undergone simulation-based NTS training. Similarly, as early as 2001, it was suggested that anaesthesiologists lacked training in NTSs for critical situations in hospitals. To overcome this, Gaba and colleagues created a simulation-based curriculum based on key principles from aviation CRM training. Differences in task environment and professional cultures may help to provide an answer to what we have revealed.

**Table 1** Inter-item correlations (Spearman r, rs) between each of the seven generic non-technical skills (NTSs) in the question categories I6 and I7

<table>
<thead>
<tr>
<th>Question category</th>
<th>NTS category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I6: Simulation-based training of NTSs (144≤n≤150)</td>
<td>1. Decision-making</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2. Leadership</td>
<td>0.85</td>
<td>–</td>
<td></td>
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<tr>
<td></td>
<td>3. Communication</td>
<td>0.89</td>
<td>0.88</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Situation awareness</td>
<td>0.81</td>
<td>0.80</td>
<td>0.85</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Teamwork</td>
<td>0.85</td>
<td>0.77</td>
<td>0.85</td>
<td>0.83</td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Managing stress</td>
<td>0.77</td>
<td>0.71</td>
<td>0.71</td>
<td>0.74</td>
<td>0.68</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Coping with fatigue</td>
<td>0.59</td>
<td>0.60</td>
<td>0.56</td>
<td>0.61</td>
<td>0.53</td>
<td>0.78</td>
<td>–</td>
</tr>
<tr>
<td>I7: Assessment of NTSs (145≤n≤149)</td>
<td>1. Decision-making</td>
<td>–</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. Leadership</td>
<td>0.91</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Communication</td>
<td>0.90</td>
<td>0.89</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Situation awareness</td>
<td>0.86</td>
<td>0.81</td>
<td>0.90</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Teamwork</td>
<td>0.88</td>
<td>0.87</td>
<td>0.83</td>
<td>0.82</td>
<td>–</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Managing stress</td>
<td>0.80</td>
<td>0.80</td>
<td>0.77</td>
<td>0.80</td>
<td>0.82</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Coping with fatigue</td>
<td>0.65</td>
<td>0.66</td>
<td>0.62</td>
<td>0.68</td>
<td>0.62</td>
<td>0.76</td>
<td>–</td>
</tr>
</tbody>
</table>

Missing values were excluded pairwise. All correlations (I6 and I7) reached statistical significance at the 0.01 level (two-tailed).

**Figure 2** Multidisciplinary, prehospital simulation-based training of generic non-technical skills (1–7) in 2011. Complete answers from each of the three professional groups in a HEMS crew (horizontal axis) across four ordinal categories of frequency within a year (box). Proportion of individuals (relative frequency, %) within each professional group on vertical axis. HEMS, helicopter emergency medical service.
It is claimed that aviation is more procedure-based than prehospital critical care, and hence it is easier to train and assess crew in its process. Airline staff also have longer traditions of recurrent training in, and evaluation of, NTSs than medical staff. In addition, the professional cultures differ markedly. Aviation staff have managed to change the professional culture into one that recognises human limitations and the need for NTS training, while cultural resistance against extending CRM training into the medical domain has been reported. Another obstacle to training is that simulation-based training is a time-consuming and often costly activity that will disrupt clinical duties. A competent facilitator is needed to design and prepare a scenario, and the crew members need time for training and debriefing.

Lack of assessment

Similar to our findings on simulation-based training, physicians undergo NTS assessment significantly less often than the other professional groups. Domain-specific NTSs have been identified, and assessment tools have been developed, for teams and individuals in medical teams, but not in the context of prehospital critical care and HEMS. Without a frame of reference, the description and evaluation of NTSs will be ambiguous. What is assessed, how it is assessed and how this information is used will vary—and ultimately training may not be assessed at all. This may well be the reason for the lack of assessment in our data. Without carrying out thorough evaluations, it can be difficult to test skills, to provide feedback on skill development, to...

**Table 2** OR with 95% CIs for physicians and HEMS crew members (HCMs) having undergone simulation-based training (question category I6) and assessment (question category I7) of seven (1–7) generic non-technical skills (NTSs), compared with the group of pilots

<table>
<thead>
<tr>
<th>Question category</th>
<th>NTS category (n)</th>
<th>Physician</th>
<th>HCM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OR (95% CI)</td>
<td>p Value</td>
<td>nphys (missing)</td>
</tr>
<tr>
<td>I6: Simulation-based training of NTSs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Decision-making (n=149)</td>
<td>0.52 (0.22 to 1.24)</td>
<td>0.139</td>
<td>76 (6)</td>
</tr>
<tr>
<td>2. Leadership (n=150)</td>
<td>0.74 (0.32 to 1.71)</td>
<td>0.486</td>
<td>78 (4)</td>
</tr>
<tr>
<td>3. Communication (n=150)</td>
<td>0.68 (0.29 to 1.60)</td>
<td>0.379</td>
<td>77 (5)</td>
</tr>
<tr>
<td>4. Situation awareness (n=150)</td>
<td>0.67 (0.29 to 1.55)</td>
<td>0.348</td>
<td>77 (5)</td>
</tr>
<tr>
<td>5. Teamwork (n=149)</td>
<td>0.66 (0.27 to 1.58)</td>
<td>0.346</td>
<td>76 (6)</td>
</tr>
<tr>
<td>6. Managing stress (n=151)</td>
<td>0.32 (0.14 to 0.76)</td>
<td>0.010</td>
<td>78 (4)</td>
</tr>
<tr>
<td>7. Coping with fatigue (n=146)</td>
<td>0.46 (0.18 to 1.17)</td>
<td>0.103</td>
<td>78 (4)</td>
</tr>
<tr>
<td>I7: Assessment of NTSs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Decision-making (n=149)</td>
<td>0.40 (0.17 to 0.96)</td>
<td>0.039</td>
<td>77 (5)</td>
</tr>
<tr>
<td>2. Leadership (n=149)</td>
<td>0.36 (0.15 to 0.86)</td>
<td>0.021</td>
<td>77 (5)</td>
</tr>
<tr>
<td>3. Communication (n=148)</td>
<td>0.33 (0.14 to 0.78)</td>
<td>0.012</td>
<td>76 (6)</td>
</tr>
<tr>
<td>4. Situation awareness (n=148)</td>
<td>0.40 (0.17 to 0.94)</td>
<td>0.036</td>
<td>77 (5)</td>
</tr>
<tr>
<td>5. Teamwork (n=149)</td>
<td>0.37 (0.15 to 0.88)</td>
<td>0.025</td>
<td>77 (5)</td>
</tr>
<tr>
<td>6. Managing stress (n=149)</td>
<td>0.29 (0.12 to 0.69)</td>
<td>0.005</td>
<td>77 (5)</td>
</tr>
<tr>
<td>7. Coping with fatigue (n=146)</td>
<td>0.38 (0.15 to 0.98)</td>
<td>0.046</td>
<td>77 (5)</td>
</tr>
</tbody>
</table>

Significance at level 0.05.
Table 3  Proportion (%) of crew members in helicopter emergency medical services (HEMS) working for the health enterprise (physicians) and for the flight operator (HEMS crew members (HCMs) and pilots) who have undergone simulation-based training (question category I6) and assessment (question category I7) of seven (1–7) generic non-technical skills (NTSs)1

<table>
<thead>
<tr>
<th>Question category</th>
<th>NTS category</th>
<th>Health enterprise employee</th>
<th>Flight operator employee</th>
<th>N (missing)</th>
<th>p Value (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I6: Simulation-based training of NTSs</td>
<td>1. Decision-making</td>
<td>37/76 (48.7%)</td>
<td>50/73 (68.5%)</td>
<td>149 (6)</td>
<td>0.020</td>
</tr>
<tr>
<td></td>
<td>2. Leadership</td>
<td>37/78 (47.4%)</td>
<td>47/72 (65.3%)</td>
<td>150 (5)</td>
<td>0.033</td>
</tr>
<tr>
<td></td>
<td>3. Communication</td>
<td>40/77 (51.9%)</td>
<td>50/73 (68.5%)</td>
<td>150 (5)</td>
<td>0.046</td>
</tr>
<tr>
<td></td>
<td>4. Situation awareness</td>
<td>37/77 (48.1%)</td>
<td>49/73 (67.1%)</td>
<td>150 (5)</td>
<td>0.021</td>
</tr>
<tr>
<td></td>
<td>5. Teamwork</td>
<td>44/76 (57.9%)</td>
<td>55/73 (75.3%)</td>
<td>149 (6)</td>
<td>0.037</td>
</tr>
<tr>
<td></td>
<td>6. Managing stress</td>
<td>24/78 (30.8%)</td>
<td>47/73 (64.3%)</td>
<td>151 (4)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td></td>
<td>7. Coping with fatigue</td>
<td>18/78 (23.8%)</td>
<td>32/68 (47.1%)</td>
<td>146 (9)</td>
<td>0.003</td>
</tr>
<tr>
<td>I7: Assessment of NTSs</td>
<td>1. Decision-making</td>
<td>29/77 (37.7%)</td>
<td>47/72 (65.3%)</td>
<td>149 (6)</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>2. Leadership</td>
<td>27/77 (35.1%)</td>
<td>44/72 (61.1%)</td>
<td>149 (6)</td>
<td>0.002</td>
</tr>
<tr>
<td></td>
<td>3. Communication</td>
<td>25/76 (32.9%)</td>
<td>44/72 (61.1%)</td>
<td>148 (7)</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>4. Situation awareness</td>
<td>24/77 (31.2%)</td>
<td>45/71 (63.3%)</td>
<td>148 (7)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td></td>
<td>5. Teamwork</td>
<td>30/77 (38.9%)</td>
<td>49/72 (68.1%)</td>
<td>149 (6)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td></td>
<td>6. Managing stress</td>
<td>21/77 (27.3%)</td>
<td>43/72 (59.7%)</td>
<td>149 (6)</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td></td>
<td>7. Coping with fatigue</td>
<td>14/77 (18.2%)</td>
<td>30/69 (43.5%)</td>
<td>146 (9)</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Comparison of health enterprise employees with flight operator employees using Fisher’s exact test (two-sided). Significance at level 0.05.
Implications
This study has implications for current practice and future research. Existing training requirements, and assessment criteria, for Norwegian HCMs are based on generalised statements of performance outputs. They do not clearly specify how often training for and assessment of NTSs should be. Mandatory NTS training requirements for crew members in the civilian Norwegian HEMS need to be specified as an incentive to train, with a view to licensing and registration. Special emphasis needs to be placed on patient safety issues relating to fatigue and sleep homeostasis among crew members in HEMS. Future research might explore how to increase frequency of simulation-based NTS training with minimal disruption to clinical duties and with little expense.

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7Faculty of Health and Occupational Studies, University of Gävle, Gävle, Sweden
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Contributors
HBA: guarantor of the manuscript and responsible for the integrity of the data and the accuracy of the data analysis; conceived and designed the study; data collection, statistical analysis and interpretation of the data; and drafting, writing, review and incorporating coauthor feedback, revision, and final approval of the submission. SIMS: contributed to the concept and design, analysis and interpretation of the data, and the writing, review, revision and approval of the manuscript. LSÖ: contributed to the concept and design; analysis and interpretation of the data; and the writing, drafting, review, revision and approval of the manuscript.

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Competing interests
HBA is employed in a 70% clinical position at Stavanger University Hospital where he works as a consultant doctor at the Department of Anaesthesiology and Intensive Care. He is working in the prehospital services at the air ambulance base in Stavanger as part of his clinical position. HBA is a PhD fellow in a 50% position at the Norwegian Air Ambulance Foundation and the University of Bergen.

Ethics approval
The regional ethics committee of South-Eastern Norway (reference number 2010/326) and the Norwegian Social Science Data Services reviewed and approved the study.

Provenance and peer review
Not commissioned; externally peer reviewed.

Data sharing statement
There exist additional data on safety climate and crew members’ perceptions of simulation-based training and assessment. These data are available to HBA, GTB, SIMS and LSÖ.

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REFERENCES


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**Bakgrunn** Menneskelig svikt og mangelfulle ikke-tekniske ferdigheter blant personell som jobber i legehelikopter tjenesten er en trussel mot pasientsikkerhet og operativ sikkerhet. Ferdigheter kan forbedres ved hjelp av simuleringsbasert trening og evaluering.

**Målsetting** Dokumentere omfanget av simuleringsbasert trening og evaluering av syv generiske, ikke-tekniske ferdigheter blant crewmedlemmer i den norske legehelikopter tjenesten.

**Metode** Elektronisk og papir basert tverrsnittsundersøkelse blant alle leger, redningsmenn og piloter som jobbet i den norske, sivile legehelikopter tjenesten (11 baser) i perioden mellom 8. mai og 25. juli 2012.

**Resultat** Respons raten var 82% (%193). En stor andel av både leger, redningsmenn og piloter hadde ikke gjennomført simuleringsbasert trening av ikke-tekniske ferdigheter eller fått disse ferdighetene evaluert. Sammenliknet med piloter og redningsmenn trener legene signifikt sjeldnere på forbedring av sine ikke-tekniske ferdigheter. Femti av 82 (61%) leger hadde sammenhengende vakt i mer enn 72 timer, hvorav 79% ikke hadde trening i å takle fatigue. Til sammenlikning hadde 72 av 73 (99%) piloter og redningsmenn vakt sammenhengende i tre døgn, hvorav 54% ikke hadde fått trening i å takle fatigue.

**Konklusjon** Studien indikerer mangel på simuleringsbasert trening og evaluering av slik trening blant personell som jobber i legehelikoptertjenesten. Piloter og redningsmenn trener, og blir evaluert, hyppigere enn leger. Samtlige crew-medlemmer jobber lange vakter, men får begrenset trening i hvordan de kan takle fatigue.
Patient safety in pre-hospital services

Instructions

- This survey maps your opinion to patient safety, adverse events and event-reporting in your pre-hospital service.
- You have received an e-mail with a link to a web based questionnaire. You are free to chose whether you prefer to use this link or answer the identical paper-version of the questionnaire. In case you have not received an e-mail from us it is desirable that you fill out the paper-verision.
- The survey is anonymous. Your answers will be handled strictly confidential and your identity will not be traceable.
- Read the statements carefully. Be honest when answering. For each of the statements choose the one that fits best. The questionnaire should take approximately 15 minutes to complete.
- Use black or blue pen. Mark your choice with a cross.
- Please post the questionnaire in pre-paid stamped envelope as soon as possible.

- An “adverse event” is defined as an accidental event due to medical examination and/or treatment.
- “Your unit” is defined as the pre-hospital base or station where you primarily work. EXAMPLE: An ambulance station or a helicopter base which geographically is located in the same area and belongs to the same hospital, is considered as different pre-hospital units.
- The terms “with us” and “management” refer to the unit where you primarily work, and to the management in this unit, respectively.

A: Your Work Area/Unit and patient safety

Please indicate your agreement or disagreement with the following statements

Think about your unit...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People support one another in this unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. We have enough staff to handle the workload</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. When a lot of work needs to be done quickly, we work together as a team to get the work done</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. In this unit, people treat each other with respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Staff in this unit work longer hours than is best for patient care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. We are actively doing things to improve patient safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. We use more agency/temporary staff than is best for patient care</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8. Staff feel like their mistakes are held against them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A: Your Work Area/Unit and patient safety (continued)

Think about your unit...

9. Mistakes have led to positive changes here ..........................................
   □ 1 □ 2 □ 3 □ 4 □ 5

10. It is just by chance that more serious mistakes do not happen around here ..................................................................................
    □ 1 □ 2 □ 3 □ 4 □ 5

11. When one area in this unit gets really busy, others help out ...........
    □ 1 □ 2 □ 3 □ 4 □ 5

12. When an event is reported, it feels like the person is being written up, not the problem ..................................................................
    □ 1 □ 2 □ 3 □ 4 □ 5

13. After we make changes to improve patient safety, we evaluate their effectiveness ..........................................................
    □ 1 □ 2 □ 3 □ 4 □ 5

14. We work in "crisis mode" trying to do too much, too quickly ..........
    □ 1 □ 2 □ 3 □ 4 □ 5

15. Patient safety is never sacrificed to get more work done ..........
    □ 1 □ 2 □ 3 □ 4 □ 5

16. Staff worry that mistakes they make are kept in their personnel file..
    □ 1 □ 2 □ 3 □ 4 □ 5

17. We have patient safety problems in this unit ..................................
    □ 1 □ 2 □ 3 □ 4 □ 5

18. Our procedures and systems are good at preventing errors from happening ..........................................................................
    □ 1 □ 2 □ 3 □ 4 □ 5

19. I will ask my colleagues to stop work I consider is done in an unsafe manner ..........................................................................
    □ 1 □ 2 □ 3 □ 4 □ 5

20. I will report if I become aware of a dangerous situation ...............
    □ 1 □ 2 □ 3 □ 4 □ 5

B: Safety of employees

Please indicate your agreement or disagreement with the following statements?

Think about your unit...

1. My colleagues will stop me if I work in an unsafe manner ............
   □ 1 □ 2 □ 3 □ 4 □ 5

2. I will stop doing my job if I think it might be dangerous for me or others to continue ..........................................................
   □ 1 □ 2 □ 3 □ 4 □ 5

C: Your Supervisor/Manager

Please indicate your agreement or disagreement with the following statements about your immediate supervisor/manager or person to whom you directly report

1. My supervisor/manager says a good word when he/she sees a job done according to established patient safety procedures ............
   □ 1 □ 2 □ 3 □ 4 □ 5

2. My supervisor/manager seriously considers staff suggestions for improving patient safety ..................................................................
    □ 1 □ 2 □ 3 □ 4 □ 5

3. Whenever pressure builds up, my supervisor/manager wants us to work faster, even if it means taking shortcuts ..................................
    □ 1 □ 2 □ 3 □ 4 □ 5

4. My supervisor/manager overlooks patient-safety problems that happen over and over ..................................................................
    □ 1 □ 2 □ 3 □ 4 □ 5
D: Communications

How often do the following things happen in your work area/unit?

Think about your work area/unit...

1. We are given feedback about changes put into place based on event reports .................................................................
   □ Never □ Rarely □ Sometimes □ Most of the time □ Always
   □ 1 □ 2 □ 3 □ 4 □ 5

2. Staff will freely speak up if they see something that may negatively affect patient care ...........................................................
   □ Never □ Rarely □ Sometimes □ Most of the time □ Always
   □ 1 □ 2 □ 3 □ 4 □ 5

3. We are informed about errors that happen in this unit ..........................
   □ Never □ Rarely □ Sometimes □ Most of the time □ Always
   □ 1 □ 2 □ 3 □ 4 □ 5

4. Staff feel free to question the decisions or actions of those with more authority ......................................................................
   □ Never □ Rarely □ Sometimes □ Most of the time □ Always
   □ 1 □ 2 □ 3 □ 4 □ 5

5. In this unit we discuss ways to prevent errors from happening again ......
   □ Never □ Rarely □ Sometimes □ Most of the time □ Always
   □ 1 □ 2 □ 3 □ 4 □ 5

6. Staff are afraid to ask questions when something does not seem right ....
   □ Never □ Rarely □ Sometimes □ Most of the time □ Always
   □ 1 □ 2 □ 3 □ 4 □ 5

E: Patient Safety Grade

Please give your work area/unit in this hospital an overall grade on patient safety.

□ □ □ □ □
A B C D E
Excellent Very Good Acceptable Poor Failing

F: Frequency of Events Reported

In your work area/unit, when the following mistakes happen, how often are they reported?

Think about your unit...

1. When a mistake is made, but is caught and corrected before affecting the patient, how often is this reported? .................................................................
   □ Never □ Rarely □ Sometimes □ Most of the time □ Always
   □ 1 □ 2 □ 3 □ 4 □ 5

2. When a mistake is made, but has no potential to harm the patient, how often is it reported? .................................................................
   □ Never □ Rarely □ Sometimes □ Most of the time □ Always
   □ 1 □ 2 □ 3 □ 4 □ 5

3. When a mistake is made that could harm the patient, but does not, how often is this reported? .................................................................
   □ Never □ Rarely □ Sometimes □ Most of the time □ Always
   □ 1 □ 2 □ 3 □ 4 □ 5

G: Number of Events Reported

In the past 12 months, how many event reports have you filled out and submitted?

□ a. No events reported □ d. 6 to 10 event reports
□ b. 1 to 2 event reports □ e. 11 to 20 event reports
□ c. 3 to 5 event reports □ f. 21 event reports or more
H: The pre-hospital system

Please indicate your agreement or disagreement with the following statements about your pre-hospital system.

Think about your pre-hospital system...

1. Management provides a work climate that promotes patient safety
   - □ Strongly Disagree
   - □ Disagree
   - □ Neither
   - □ Agree
   - □ Strongly Agree

2. Pre-hospital units do not coordinate well with each other
   - □ 1
   - □ 2
   - □ 3
   - □ 4
   - □ 5

3. Things “fall between the cracks” when transferring patients from one unit
   - □ 1
   - □ 2
   - □ 3
   - □ 4
   - □ 5

4. There is good cooperation among hospital units that need to work together
   - □ 1
   - □ 2
   - □ 3
   - □ 4
   - □ 5

5. Important patient care information is often lost during shift changes
   - □ 1
   - □ 2
   - □ 3
   - □ 4
   - □ 5

6. It is often unpleasant to work with staff from other units
   - □ 1
   - □ 2
   - □ 3
   - □ 4
   - □ 5

7. Problems often occur in the exchange of information across pre-hospital units
   - □ 1
   - □ 2
   - □ 3
   - □ 4
   - □ 5

8. The actions of pre-hospital management show that patient safety is a top priority
   - □ 1
   - □ 2
   - □ 3
   - □ 4
   - □ 5

9. Management seems interested in patient safety only after an adverse event happens
   - □ 1
   - □ 2
   - □ 3
   - □ 4
   - □ 5

10. Prehospital units work well together to provide the best care for patients
    - □ 1
    - □ 2
    - □ 3
    - □ 4
    - □ 5

11. Handovers are problematic for patients in this prehospital system
    - □ 1
    - □ 2
    - □ 3
    - □ 4
    - □ 5

I: Education and training

1. Which of the skills below have you received training in before you started working in the pre-hospital system?

   One cross for each of the categories a to g.

   a. Decision-making
   - □ Training
   - □ NO training

   b. Leadership
   - □ 1
   - □ 2

   c. Communication
   - □ 1
   - □ 2

   d. Situation awareness
   - □ 1
   - □ 2

   e. Teamwork
   - □ 1
   - □ 2

   f. Managing stress
   - □ 1
   - □ 2

   g. Coping with fatigue
   - □ 1
   - □ 2

2. During the last 12 months, how many times have you observed a colleague at work for exchange of experience

   - □ a. None
   - □ b. 1-2 times
   - □ c. 3-5 times
   - □ d. More than 5 times

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Return address: Prestøyveien 12, N-4052 Røyneberg, Norway
3. Specify the extent of theoretical training you have been given in each of the pre-hospital skills below.

<table>
<thead>
<tr>
<th>Category</th>
<th>0 hours</th>
<th>0-3 hours</th>
<th>3-7 hours</th>
<th>7-14 hours</th>
<th>More than 14 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Decision-making</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>b. Leadership</td>
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<td>□ 2</td>
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</tr>
<tr>
<td>c. Communication</td>
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<tr>
<td>d. Situation awareness</td>
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<td>□ 5</td>
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<tr>
<td>f. Managing stress</td>
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<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>g. Coping with fatigue</td>
<td>□ 1</td>
<td>□ 2</td>
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<td>□ 4</td>
<td>□ 5</td>
</tr>
</tbody>
</table>

4. Specify the extent of practical training you have been given in each of the pre-hospital skills below.

<table>
<thead>
<tr>
<th>Category</th>
<th>0 hours</th>
<th>0-3 hours</th>
<th>3-7 hours</th>
<th>7-14 hours</th>
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</tr>
</thead>
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<tr>
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<td>□ 5</td>
</tr>
</tbody>
</table>

5. Do you feel that your pre-hospital skills are deficient related to challenges you have to face in your daily work.

<table>
<thead>
<tr>
<th>Category</th>
<th>Deficient</th>
<th>NOT deficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Decision-making</td>
<td>□ 1</td>
<td>□ 2</td>
</tr>
<tr>
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</tr>
<tr>
<td>g. Coping with fatigue</td>
<td>□ 1</td>
<td>□ 2</td>
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</tbody>
</table>
6. How many times during 2011 did you participate in multidisciplinary pre-hospital simulation-based training of one or more of the skills below, along with your professional partners.

<table>
<thead>
<tr>
<th>One cross for each of the categories a til g.</th>
<th>0 times ▼</th>
<th>1-2 times ▼</th>
<th>3-5 times ▼</th>
<th>More than 5 times ▼</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Decision-making ..........................................................</td>
<td>□ 1</td>
<td>□ 2</td>
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<tr>
<td>b. Leadership .................................................................</td>
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<td>f. Managing stress ............................................................</td>
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<td>□ 3</td>
<td>□ 4</td>
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<tr>
<td>g. Coping with fatigue ......................................................</td>
<td>□ 1</td>
<td>□ 2</td>
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<td>□ 4</td>
</tr>
</tbody>
</table>

7. How many times during 2011 were your pre-hospital skills systematically observed and evaluated?

<table>
<thead>
<tr>
<th>One cross for each of the categories a to g.</th>
<th>0 times ▼</th>
<th>1-2 times ▼</th>
<th>3-5 times ▼</th>
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<td>□ 2</td>
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</tr>
</tbody>
</table>

8. Do your pre-hospital skills satisfy the skills requirement for your profession?

<table>
<thead>
<tr>
<th>One cross for each of the categories a to g.</th>
<th>Yes ▼</th>
<th>No ▼</th>
<th>Do not know ▼</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Decision-making ..........................................................</td>
<td>□ 1</td>
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<td>□ 3</td>
</tr>
<tr>
<td>f. Managing stress ............................................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
</tr>
<tr>
<td>g. Coping with fatigue ......................................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
</tr>
</tbody>
</table>
J: Background Information

1. What is your primary work area/profession? Select ONE option or specify.

- [ ] a. Ambulance helicopter
- [ ] b. Search and Rescue helicopter (SAR)
- [ ] c. Ambulance plane
- [ ] d. Physician manned car ambulance
- [ ] e. Intensive care ambulance
- [ ] f. Ambulance car
- [ ] g. Ambulance boat
- [ ] h. Other, please specify:

2. Where is your primary pre-hospital unit located? Select ONE option or please specify.

- [ ] a. Alta
- [ ] b. Arendal
- [ ] c. Banak
- [ ] d. Bergen
- [ ] e. Bodø
- [ ] f. Brønnøysund
- [ ] g. Dombås
- [ ] h. Florø
- [ ] i. Førde
- [ ] j. Gardermoen
- [ ] k. Kirkenes
- [ ] l. Lørenskog
- [ ] m. Rygge
- [ ] n. Sola
- [ ] o. Stavanger
- [ ] p. Tromsø
- [ ] q. Trondheim
- [ ] r. Ørland
- [ ] s. Ål
- [ ] t. Ålesund
- [ ] u. Other, please specify:

3. In your staff position, do you typically have direct interaction or contact with patients?

- [ ] a. YES, I typically have direct interaction or contact with patients.
- [ ] b. NO, I typically do NOT have direct interaction or contact with patients.

4. What is your staff position? Select one answer that best describes your staff position.

- [ ] a. Pilot
- [ ] b. HEMS Crew Member (HCM)
- [ ] c. Nurse anaesthetist
- [ ] d. Nurse, intensive care
- [ ] e. Registered Nurse
- [ ] f. Physician in training, anaesthesiology
- [ ] g. Physician, anaesthesiologist
- [ ] h. Ambulance worker
- [ ] i. Paramedic
- [ ] j. System operator
- [ ] k. Engineer
- [ ] l. Other, please specify:

5. How long have you worked in the pre-hospital system?

- [ ] a. Less than 1 year
- [ ] b. 1 to 5 years
- [ ] c. 6 to 10 years
- [ ] d. 11 to 15 years
- [ ] e. 16 to 20 years
- [ ] f. 21 years or more
6. How many consecutive hours do your regularly scheduled on-call duty last at most?
   - a. 7-12 hours
   - b. 13-24 hours
   - c. 25-48 hours (1-2 days)
   - d. 49-72 hours (2-3 days)
   - e. 73-96 hours (3-4 days)
   - f. 97-168 hours (4-7 days)
   - g. Over 169 hours (7 days)

7. How long have you worked in your current speciality or profession?
   - a. Less than 1 year
   - b. 1 to 5 years
   - c. 6 to 10 years
   - d. 11 to 15 years
   - e. 16 to 20 years
   - f. 21 years or more

K: Your comments

Think about threats against patient safety...

1. Which are the three most prevalent events you have observed or caused yourself in the pre-hospital environment?

2. Which are the three measures that you think could improve pre-hospital patient safety.

3. Please feel free to write any comments about patient safety, error, or event-reporting in your pre-hospital system.

Please put the questionnaire in the franked return envelope and post it as soon as possible.

THANK YOU FOR COMPLETING THIS SURVEY!
Spørreundersøkelse om pasientsikkerhet i prehospitale tjenester

Veiledning

- Undersøkelsen kartlegger ditt syn på pasientsikkerhet, uønskede hendelser og hendelsesrapportering i den prehospitale tjenesten der du jobber.
- En lenke til et tilsvarende elektronisk skjema er sendt deg på e-post. Du kan velge om du vil fylle ut elektronisk eller på papir. Om du ikke har fått tilsendt lenke er det ønskelig at du benytter papirskjema.
- Undersøkelsen er anonym, besvarelsen behandles strengt konfidensielt og din identitet vil ikke kunne spores.
- Det tar ca 15 min å fylle ut skjemaet.
-Bruk blå eller svart penn. Marker dine valg med et kryss.

Utfylt skjema postlegges i ferdig frankert returkonvolutt snarest

Eksempler:

- En "uønsket hendelse" er definert som en utilisert hendelse som følge av medisinsk undersøkelse og/eller behandling.
- "Din enhet" er definert som den prehospitale basen eller stasjonen du primært arbeider ved. EKSEMPEL: En ambulansestasjon og en helikopterbase som geografisk er lokalisert på samme sted og tilhører samme helseforetak, betraktes her som ulike prehospitale enheter.
- Med uttrykkene "hos oss" og "ledelsen" refereres fortrinnsvis til enheten hvor du arbeider primært, og til lederne i denne enheten.

A: Generelt om arbeidet og pasientsikkerhet

Hvor enig eller uenig er du i følgende uttalelser?

Tenk på din enhet...

<table>
<thead>
<tr>
<th>Uttaleselser</th>
<th>Helt uenig</th>
<th>Uenig</th>
<th>Både/og</th>
<th>Enig</th>
<th>Helt enig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I vår enhet støtter vi hverandre ..........................................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>2. Vi er tilstrekkelig personell til å håndtere arbeidsmengden .....................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>3. Når det er mange oppgaver som skal gjøres raskt arbeider vi sammen som et team for å løse oppgavene .........................................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>4. I vår enhet behandler vi hverandre med respekt .......................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>5. I vår enhet jobber vi lengre vakter enn hva som er best for pasientene .......</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>6. Vi jobber aktivt for å forbedre pasientsikkerheten...................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>7. Vi bruker flere vikarer enn det som er til det beste for pasientbehandlingen .................................................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>8. Ansatte føler at feil blir brukt mot dem ..................................................</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
</tbody>
</table>
### A: Generelt om arbeidet og pasientsikkerhet (forts.)

<table>
<thead>
<tr>
<th>Uttaleser</th>
<th>Helt enig ▼</th>
<th>Uenig ▼</th>
<th>Både/og ▼</th>
<th>Enig ▼</th>
<th>Helt uenig ▼</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Feil (og uønskede hendelser) er blitt brukt for å få til positive forandringer her</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Det er kun en tilfeldighet at det ikke skjer flere alvorlige feil her i enheten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Når ett område i enheten er overbelastet hjelper andre i enheten til</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Når en uheldig hendelse blir rapportert, føles det som om personen og ikke problemet, kommer i sentrum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Når vi har gjennomført endringer for å forbedre pasientsikkerheten, evaluerer vi effekten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Vi jobber i &quot;krisemodus&quot; hvor vi forsøker å gjøre for mye, alt for raskt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Pasientsikkerhet blir aldri nedprioritert for å få unna mer arbeid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Ansatte er bekymret for at feilene de gjør blir registrert i deres personalmapper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Vi har problemer med pasientsikkerheten i vår enhet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Våre prosedyrer og systemer fungerer godt for å forhindre uønskede hendelser</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Jeg ber mine kollegaer stanse arbeid som jeg mener blir utført på en risikabel måte</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Jeg melder fra dersom jeg ser farlige situasjoner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B: Om sikkerheten til de ansatte

**Er du enig eller uenig i følgende uttaleser?**

<table>
<thead>
<tr>
<th>Uttaleser</th>
<th>Helt enig ▼</th>
<th>Uenig ▼</th>
<th>Både/og ▼</th>
<th>Enig ▼</th>
<th>Helt uenig ▼</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mine kollegaer stopper meg dersom jeg arbeider på en usikker måte</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Jeg stopper å arbeide dersom jeg mener at det kan være farlig for meg eller andre å fortsette</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C: Din nærmeste leder

**Er du enig eller uenig i følgende uttaleser om din nærmeste overordnede eller den person, du refererer til?**

<table>
<thead>
<tr>
<th>Uttaleser</th>
<th>Helt enig ▼</th>
<th>Uenig ▼</th>
<th>Både/og ▼</th>
<th>Enig ▼</th>
<th>Helt uenig ▼</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lederen min uttrykker seg positivt når han/hun ser arbeidet blir utført i overenstemmelse med våre prosedyrer for å ivareta pasientenes sikkerhet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lederen min vurderer personalets forslag om forbedringer av pasientsikkerheten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Når arbeidspresset øker, ønsker vår leder at vi arbeider raskere selv om det kan bety at man må ta &quot;snarveier&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Lederen min overser problemer med hensyn til pasientenes sikkerhet selv om en hendelse skjer gang på gang</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D: Kommunikasjon

Hvor ofte skjer følgende innenfor ditt arbeidsområde/fagområde?

Tenk på din enhet…

1. Vi får tilbakemeldinger om endringer som blir igangsatt basert på rapporterte uønskede hendelser...........................................................

   Aldri ▼ Sjelden ▼ Av og til ▼ Ofte ▼ Alltid ▼

   □ 1 □ 2 □ 3 □ 4 □ 5

2. Ansatte snakker åpent ut hvis de ser noe som kan påvirke pasientbehandlingen i negativ retning .............................................................

   Aldri ▼ Sjelden ▼ Av og til ▼ Ofte ▼ Alltid ▼

   □ 1 □ 2 □ 3 □ 4 □ 5

3. Vi blir informert om uønskede hendelser som skjer i vår enhet..................

   Aldri ▼ Sjelden ▼ Av og til ▼ Ofte ▼ Alltid ▼

   □ 1 □ 2 □ 3 □ 4 □ 5

4. Ansatte kan fritt stille spørsmål vedrørende beslutninger og handlinger tatt av personer med mer autoritet.....................................................

   Aldri ▼ Sjelden ▼ Av og til ▼ Ofte ▼ Alltid ▼

   □ 1 □ 2 □ 3 □ 4 □ 5

5. I denne enheten diskuterer vi hvordan vi kan forebygge at de samme uønskede hendelsene gjentas..........................................................

   Aldri ▼ Sjelden ▼ Av og til ▼ Ofte ▼ Alltid ▼

   □ 1 □ 2 □ 3 □ 4 □ 5

6. Ansatte er redde for å stille spørsmål når det er noe som virker feil ……..

   Aldri ▼ Sjelden ▼ Av og til ▼ Ofte ▼ Alltid ▼

   □ 1 □ 2 □ 3 □ 4 □ 5

E: Vurdering av pasientsikkerheten

Gi en generell vurdering av pasientsikkerheten i din enhet.

☐ □ □ □ □

A   B  C   D   E

Fremragende Meget god Akseptabel Dårlig Meget dårlig

F: Hyppighet av rapporterte uønskede hendelser

Hvor ofte blir nærhendelser rapportert (det vil si hendelser som blir oppdaget og avverget før de rekker å skade pasienten)?

Tenk på din enhet…

1. Hvor ofte blir nærhendelser rapportert - det vil si hendelser som blir oppdaget og avverget så pasienten ikke rekker å bli skadet? …………………..

   Aldri ▼ Sjelden ▼ Av og til ▼ Ofte ▼ Alltid ▼

   □ 1 □ 2 □ 3 □ 4 □ 5

2. Hvor ofte blir feil som på ingen måte kan skade en pasient rapportert?....

   Aldri ▼ Sjelden ▼ Av og til ▼ Ofte ▼ Alltid ▼

   □ 1 □ 2 □ 3 □ 4 □ 5

3. Hvor ofte blir potensielt skadevoldende feil rapportert - det vil si feil som kunne skade pasienten, men som ikke gjorde det? ……………………..

   Aldri ▼ Sjelden ▼ Av og til ▼ Ofte ▼ Alltid ▼

   □ 1 □ 2 □ 3 □ 4 □ 5

G: Antall uønskede hendelser som blir rapportert

Hvor mange rapporter om uønskede hendelser har du fylt ut og videresendt innenfor de seneste 12 månedene?

☐ a. Ingen rapporter ☐ d. 6-10 rapporter

☐ b. 1-2 rapporter ☐ e. 11-20 rapporter

☐ c. 3- 5 rapporter ☐ f. 21 rapporter eller flere
**H: Om det prehospitale systemet**

Er du enig eller uenig i følgende uttalelser om det prehospitale systemet?

<table>
<thead>
<tr>
<th>Uttales</th>
<th>Helt uenig</th>
<th>Uenig</th>
<th>Både/og</th>
<th>Enig</th>
<th>Helt enig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Systemledelsen tilrettelegger for et arbeidsklima som fremmer pasientsikkerheten</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Prehospital enheter er ikke flinke til å koordinere seg med hverandre</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ting “faller mellom stoler” når pasienter blir overflyttet fra en enhet til en annen</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Samarbeidet fungerer godt mellom enheter som har behov for å jobbe sammen</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Informasjon som er viktig i pasientbehandlingen går ofte tapt ved pasientoverlevering</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Det er ofte vanskelig å arbeide sammen med personale fra andre enheter</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Det oppstår ofte problemer i forbindelse med utveksling av informasjon mellom prehospital enheter</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Toppledelsens handlinger viser at pasientsikkerheten har topp prioritet</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Ledelsen virker kun interessert i pasientsikkerhet etter at en uønsket hendelse har skjedd</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Prehospital enheter arbeider godt sammen for å sikre at pasienten får den beste behandlingen</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Pasientoverlevering er problematisk for pasientene prehospitalt</td>
<td>□ 1 □ 2 □ 3 □ 4 □ 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I: Opplæring og trening**

1. I hvilken eller hvilke av de prehospital ferdighetene nedenfor fikk du systematisk opplæring FØR du begynte å jobbe prehospitalt?

<table>
<thead>
<tr>
<th>Før</th>
<th>Ingen opplæring</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Beslutningstaking</td>
<td>□ 1 □ 2</td>
</tr>
<tr>
<td>b. Ledelse</td>
<td>□ 1 □ 2</td>
</tr>
<tr>
<td>c. Kommunikasjon</td>
<td>□ 1 □ 2</td>
</tr>
<tr>
<td>d. Situasjonsbevissthet</td>
<td>□ 1 □ 2</td>
</tr>
<tr>
<td>e. Teamarbeid</td>
<td>□ 1 □ 2</td>
</tr>
<tr>
<td>f. Mestring av stress</td>
<td>□ 1 □ 2</td>
</tr>
<tr>
<td>g. Mestring av trethet/fatigue</td>
<td>□ 1 □ 2</td>
</tr>
</tbody>
</table>

2. Hvor mange ganger har du, i løpet av de siste 12 månedene, deltatt på reelle prehospital oppdrag sammen med en kollega fra samme yrkesgruppe, for erfaringsutveksling?

- □ a. Ingen
- □ b. 1-2 ganger
- □ c. 3-5 ganger
- □ d. Mer enn 5 ganger
3. Angi omfanget av teoretisk opplæring du har fått i hver av de prehospitalte ferdighetene nedenfor.

<table>
<thead>
<tr>
<th>Sett ett kryss for hver av kategoriene a til g.</th>
<th>0 timer ▼</th>
<th>0-3 timer ▼</th>
<th>3-7 timer ▼</th>
<th>7-14 timer ▼</th>
<th>Mer enn 14 timer ▼</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Beslutningstaking</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>b. Ledelse</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>c. Kommunikasjon</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>d. Situasjonsbevissthet</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>e. Teamarbeid</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>f. Mestring av stress</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
<tr>
<td>g. Mestring av tretthet/fatigue</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
<td>□ 5</td>
</tr>
</tbody>
</table>

4. Angi omfanget av praktisk opplæring du har fått i hver av de prehospitalte ferdighetene nedenfor.

<table>
<thead>
<tr>
<th>Sett ett kryss for hver av kategoriene a til g.</th>
<th>0 timer ▼</th>
<th>0-3 timer ▼</th>
<th>3-7 timer ▼</th>
<th>7-14 timer ▼</th>
<th>Mer enn 14 timer ▼</th>
</tr>
</thead>
<tbody>
<tr>
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<td>□ 1</td>
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5. Opplever du, per idag, noen av dine prehospitalte ferdigheter som mangelfulle i forhold til de utfordringene som er påregnelige i jobben prehospitalt?

<table>
<thead>
<tr>
<th>Sett ett kryss for hver av kategoriene a til g.</th>
<th>Mangelfull ▼</th>
<th>IKKE mangelfull ▼</th>
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6. Hvor mange ganger i løpet av 2011 deltok du på tverrfaglig prehospital simuleringsstrening der du helt spesifikt fikk trent en eller flere av følgende ferdigheter, sammen med dine naturlige samarbeidspartnere?

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<th>0 ganger</th>
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7.Hvor mange ganger i løpet av 2011 ble følgende av dine prehospital ferdigheter systematisk observert og evaluert?

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8. Tilfredstiller dine prehospital ferdigheter gjeldende anbefalinger til kompetanse, for din yrkesgruppe, innenfor kategoriene nedenfor?

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<tr>
<th></th>
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<th>Nei</th>
<th>Vet ikke</th>
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J: Bakgrunnsinformasjon

1. Hva er ditt primære arbeidsområde/fagområde? Velg ETT svar eller spesifiser nærmere.

☐ a. Ambulansehelikopter
☐ b. Redningshelikopter (SAR)
☐ c. Ambulansefly
☐ d. Legebemannet bil/ambulanse
☐ e. Intensivambulanse
☐ f. Ambulansebil
☐ g. Ambulansebåt
☐ h. Annet, vennligst spesifiser:

2. Hvor er din primære prehospital enhet geografisk lokalisert? Velg ETT svar eller spesifiser nærmere.

☐ a. Alta
☐ b. Arendal
☐ c. Banak
☐ d. Bergen
☐ e. Bodø
☐ f. Brønnøysund
☐ g. Dombås
☐ h. Florø
☐ i. Førde
☐ j. Gardermoen
☐ k. Kirkenes
☐ l. Lørenskog
☐ m. Rygge
☐ n. Sola
☐ o. Stavanger
☐ p. Tromsø
☐ q. Tromsø
☐ r. Trondheim
☐ s. Ål
☐ t. Ålesund
☐ u. Annet, vennligst spesifiser:

3. Er din stilling forbundet med direkte kontakt med pasienter?

☐ a. JA, jeg har direkte kontakt med pasienter.
☐ b. NEI, jeg har ikke direkte kontakt med pasienter.


☐ a. Pilot
☐ b. Redningsmann
☐ c. Spesialsykepleier, anestesi
☐ d. Spesialsykepleier, intensiv
☐ e. Sykepleier
☐ f. Lege i spesialisering, anestesiologi
☐ g. Lege, spesialist i anestesiologi
☐ h. Ambulansearbeider
☐ i. Paramedic
☐ j. Systemoperatør
☐ k. Maskinist
☐ l. Annet, please vennligst spesifiser:

5. Hvor lenge har du arbeidet prehospitalt?

☐ a. Mindre enn 1 år
☐ b. 1 til 5 år
☐ c. 6 til 10 år
☐ d. 11 til 15 år
☐ e. 16 til 20 år
☐ f. 21 år eller mer
6. Hva er det maksimale antallet timer du rutinemessig har sammenhengende vakt prehospitalt?

☐ a. 7-12 timer  ☐ e. 73-96 timer (3-4 døgn)
☐ b. 13-24 timer  ☐ f. 97-168 timer (4-7 døgn)
☐ c. 25-48 timer (1-2 døgn)  ☐ g. Over 169 timer (7 døgn)
☐ d. 49-72 timer (2-3 døgn)

7. Hvor lenge har du arbeidet i din nåværende spesialitet eller fag?

☐ a. Mindre enn 1 år  ☐ d. 11 til 15 år
☐ b. 1-5 år  ☐ e. 16 til 20 år
☐ c. 6 til 10 år  ☐ f. 21 år eller mer

K: Dine kommentarer

Tenk på trusler mot pasientsikkerheten...

1. Nevn de 3 hyppigst forekommende uønskede hendelser som du har observert eller forårsaket prehospitalt?


3. Her kan du fritt skrive dine kommentarer til pasientsikkerhet, feil/uønskede hendelser, rapportering etc.

Vennligst postlegg skjemaet i ferdig frankert returkonvolutt så snart som mulig.

TAKK FOR AT DU SVARTE!