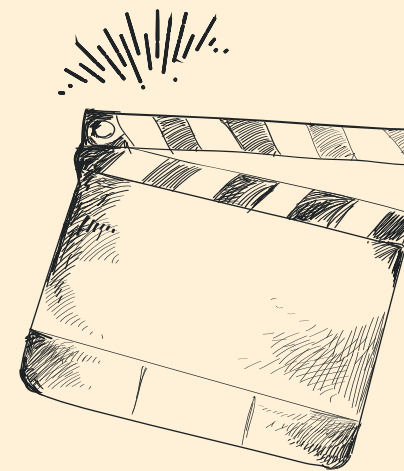


MEASURING THE IMPACT OF PARTICIPATION

FROM THE STUDENT PERSPECTIVE

Lynne Turnbull MCSP FHEA.
Pre-Registration Post-Graduate Masters Physiotherapy programme.



RESULTS

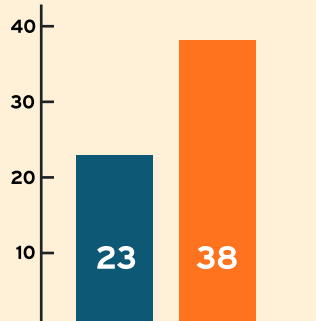
Near Me Video Consultation

TELE-PRACTICE TOOL
COMPETENCY SCORES*

N=24

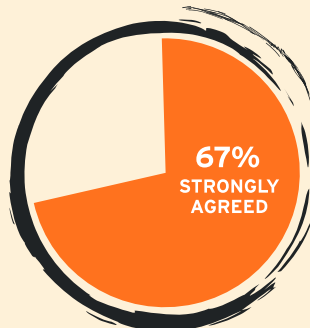
Pre-simulation score
Post-simulation score

* Mean Self-Rated...



Simulation Effectiveness Tool

Students rated agreement on 17 positive statements about their experience of the pre-brief, the scenario and the debrief.



67% OF ALL 295 RESPONSES STRONGLY AGREED WITH THE STATEMENT

DASH Debriefing Tool

Students rated effectiveness of 7 elements of debriefing 155 responses

- 1 Detrimental
- 2 Very Poor
- 3 Poor
- 4 Average
- 5 Good
- 6 Very Good
- 7 Outstanding



60% OUTSTANDING
39% VERY GOOD

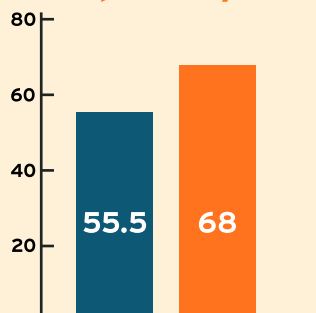
Interprofessional Collaborative Competency Scores*

Interprofessional patient progress meeting

N=37

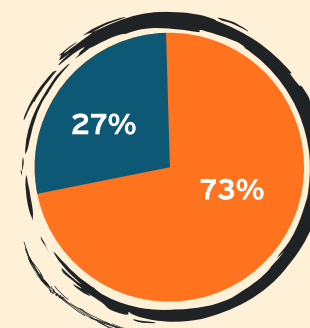
Pre-simulation score
Post-simulation score

* Mean self-rated ICCAS



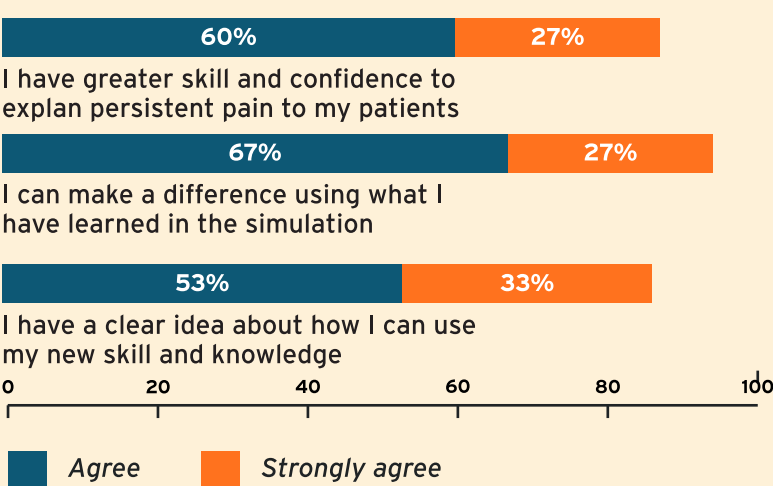
I achieved the Intended Learning Outcomes

OT and PT discharge planning



73% AGREED
27% STRONGLY AGREED

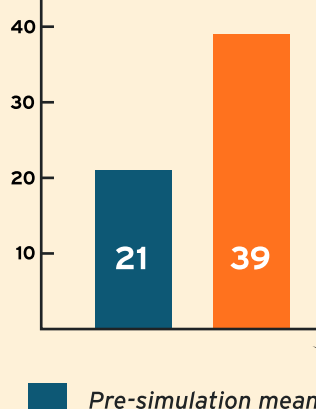
Student simulation evaluation



ICU Confidence Tool, Self-rated scores

AVERAGE IMPROVEMENT
+18 POINTS

N=22



WHAT: 8 immersive simulations delivered across year 1 and 2 between February and June 2024. 12 actors and 11 faculty members.

WHY: Simulation prepares students to make the most of their clinical hours, by safely exposing them to life-like environments, authentic scenarios, and complex cases. It is an effective way to rehearse professionalism and to foster the knowledge, skills and behaviour necessary on placement.

WHO: 53 Pre-registration post-graduate Physiotherapy Masters students from Edinburgh Napier University.

HOW: Using mixed methods approaches, feedback was collected from students using qualitative and quantitative data to provide a robust review of the Simulation Based Learning component. Data on impact and outcome was generated by applying formal reflection questionnaires, self-rated competency tools, staff-led debriefs and simulated patient feedback. Success was demonstrated through improvements in, confidence scales, preparation for placement questionnaire, and debriefing effectiveness scores.

Impact of Simulations on Placement Readiness.
67% Strongly Agreed

"Simulation is a realistic authentic effective way to help prepare students for practice placements and if I had NOT had the experience of simulation prior to placement I would have been less effective and more unsure on placement."

SIMULATION / MODALITY / OUTCOME MEASUREMENT TOOLS



Video Consultations

Online student role play
Student Self-Efficacy Tool for Tele practice (SSET-TP)



Out-patients clinic

Simulated patients (OT students)
Simulation Effectiveness Tool Modified (SET-M)
Essential Elements of Communication Global Rating Scale (EEC-GRS modified)



Discharge planning meeting

Tabletop student role play
Interprofessional Collaborative Competencies Attainment Scale (ICCAS)



Community Neurology

Simulated patients (actors)
Debriefing Assessment for Simulation in Healthcare (DASH)



ICU

High Fidelity Manikin
Faculty as nurse and practice educator
ICU self-rated confidence score.
Satisfaction with Simulation Experience SSE



Chronic Pain

Simulated patients (actors and faculty)
The Care Measure



Post-orthopaedic surgery

Simulated patients (actors and faculty)
SET-M



OT and Physio family meeting

Simulated patients (actors and faculty)
Video analysis
Self-reflection



YOU SAID WE DID

Near Me

- Reduce volume of learning material.
- Swap partners for second case.

Contemporary Contexts

- All briefing information posted on 1 week only.
- Social Work students included.

Chronic Pain

- Extra training on confidentiality and consent.

ICU

- Further SBAR education.
- Year 2 refresher session in ICU while Year 1 sim room set up.

Community Neuro

- Sim material available 2 weeks before (not 1).

Ortho

- Better method for SBAR handover to ease congestion.

Collaborative Care

- Provide example notes for a typical family meeting.

MSK

- Request film of lecturer conducting initial knee assessment.

"I would like to have as many simulations as possible as they are a great learning tool as they challenge our clinical practice skills and multitasking/ communication skills."

"I felt that the simulation was a great opportunity to get more hands-on experience, was carried out in a professional manner and I have left feeling more confident with patient assessments going forward!"

"The experience was certainly beneficial and has exposed aspects of my current practice and areas of knowledge that need some more time/ work."

"Made a lot of progress. More confident to go on placement. Very useful."

"Was a good experience prior to placement and a chance to learn what to expect in this situation. Was also good to learn off different people and their different experiences and knowledge."

"I think the simulation was a very valuable experience to have... The more simulations like this the better in my opinion."



RESULTS & FUTURE PRACTICE

Outcome measures have informed us how to enhance the students' learning experience by addressing gaps in provision, improving the design and quality of the scenarios, developing greater Interprofessional collaboration and making the pre-brief and debriefing processes robust. This data will help to ensure our Physiotherapy SBL component is efficacious and sustainable, which in turn promotes our students to graduate as safe, confident, competent, effective practitioners with an innate culture for self-reflection across their professional journey.



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WITH THANKS TO:

Kirsty Freeman, Tom McKeever, Stephanie Valentin, Mike Leavitt, Lorriane Barrie, Jill Gill, Felicity Hutton, Robyn McCann, Kirstin Cleary, Ruth Aldridge, Morven Bell, Kate Fennell, Evangelina Petropoulou, Fiona Bastow, Louise Macdonald, Nicole Clarke, Lizzie Macleod, Mel Baxter, Coral Hanson Cathal Breen.