

# Dual-stream simulation, the answer to broadening the experience

Linzi Moir<sup>1</sup>, Iona Campbell<sup>1</sup>, Craig Brown<sup>1</sup>, Angus Cooper<sup>1</sup>

1. University of Aberdeen, Scotland

e: linzi.moir@nhs.scot  
t: @linzim226

## Introduction

Simulation is a well-established healthcare teaching strategy. The traditional format where learners are actively involved in scenarios can limit access to this educational method, and this is further compounded by recent social distancing requirements. The role of the active observer is less well researched, with suggestion that observer tools could improve learning outcomes<sup>1</sup>.

## Aim

To cover year 4 MBChB students "Emergency Presentations" learning outcomes through simulation. These are uncommon life-threatening presentations which may not be encountered on clinical placements.

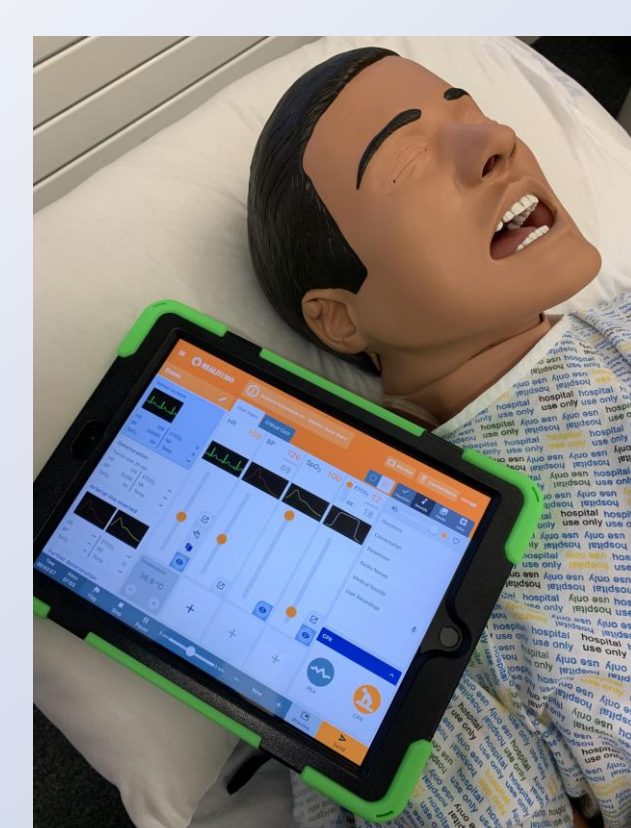
## Methods

We designed a simulation day utilising a "dual-stream" format for a groups of 12-24 students.

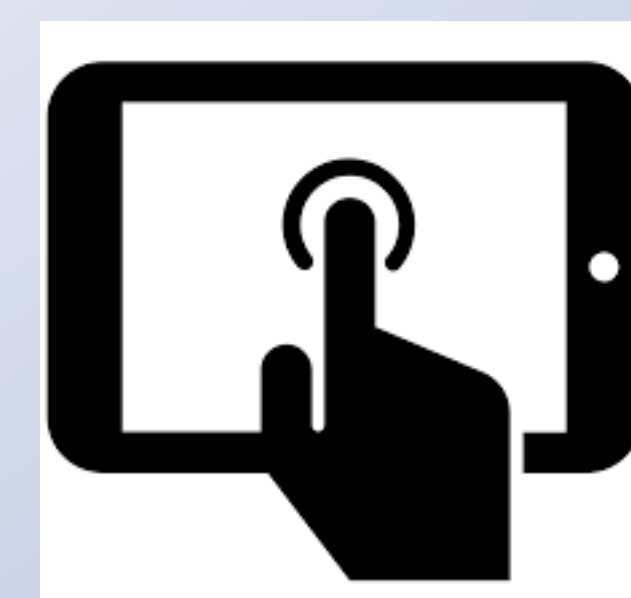
- Groups of 2-4 students in turn undertook hands-on scenarios.
- Simulation live-streamed to remaining students who completed an observer tool.
- Separate participant and observer debrief
- Combined feedback to share key points from learning conversations, as well as undertake a micro-teach to consolidate learning.
- Feedback on the session was collected using Likert scales and free-text comments.



Moulage



iSimulate



Observer tool and feedback completed live using student tablets

## Sim Day Format

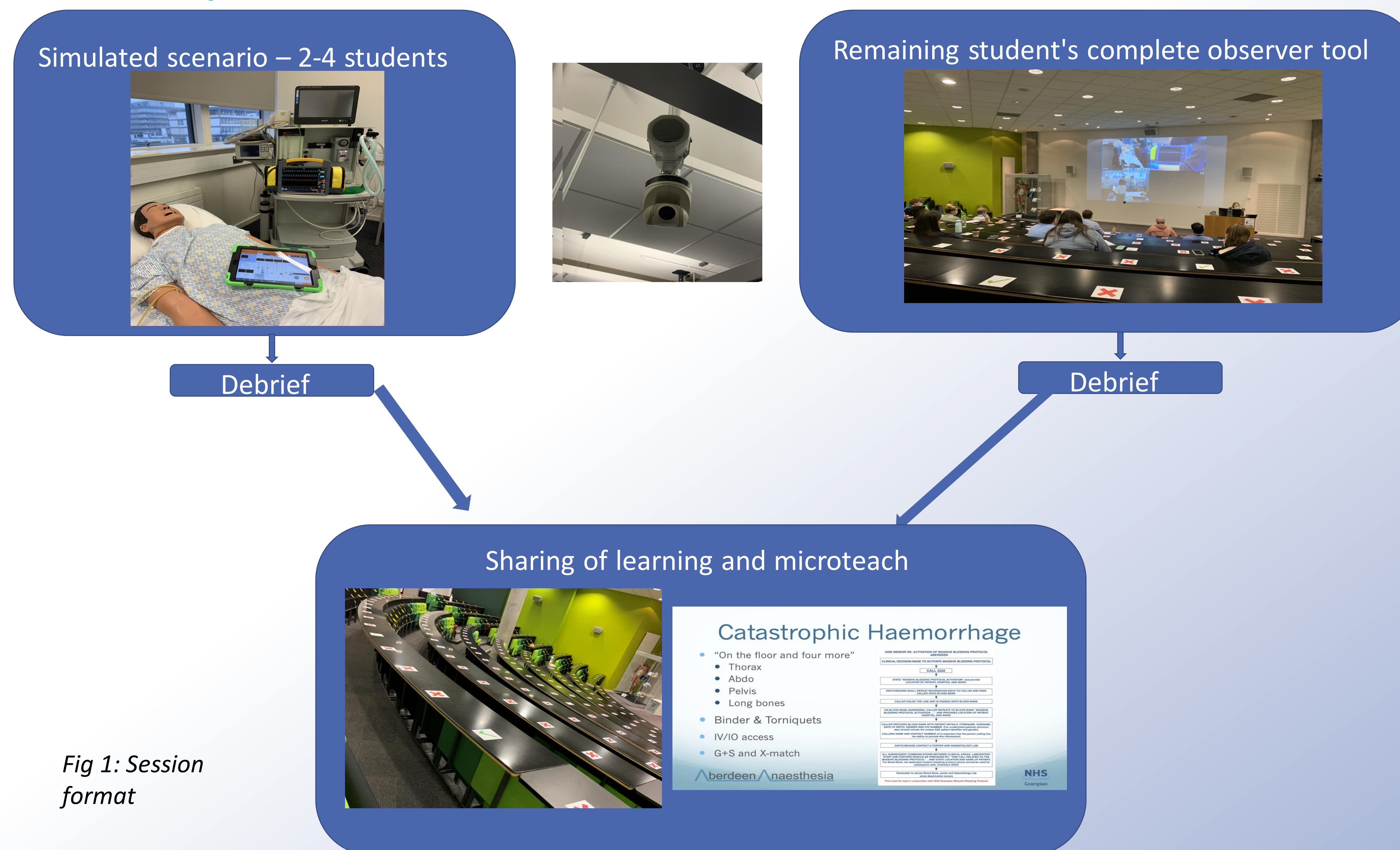


Fig 1: Session format

## The Scenarios – Have you seen this on placement?

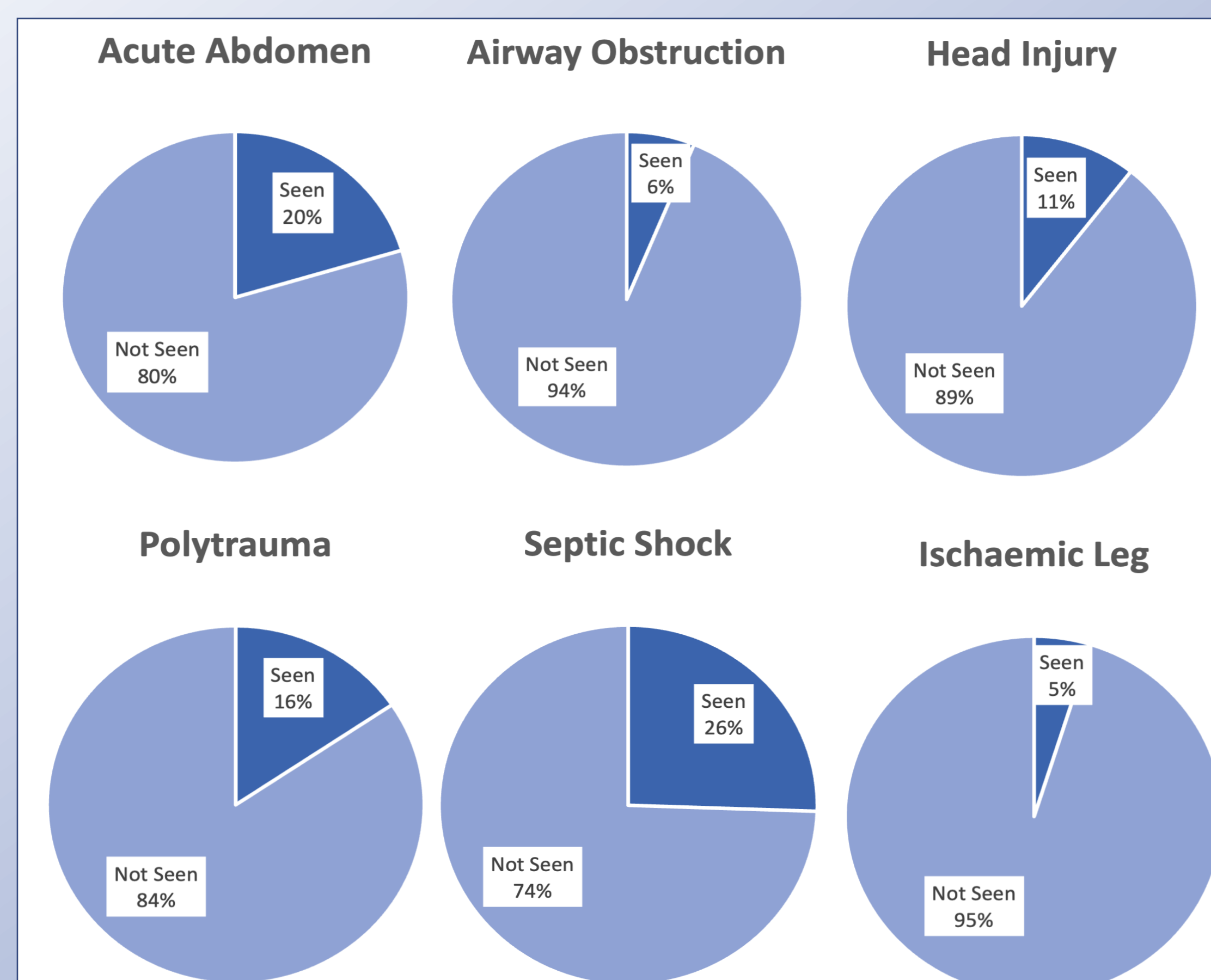


Fig 2: Case coverage in clinical placements

## Common themes noted by participants & observers

- SBAR
- Who to call for help
- Re-assessing A-E
- Closed loop communication
- Role allocation

## Results

50 of 67 students attending so far returned feedback (75%). 91% reported the session helped them meet their learning outcomes "completely". Free-text comments focused on; broad case coverage, participation in scenarios, the interactivity of the observer role, opportunities for discussion, the micro-teach and finding watching others useful.

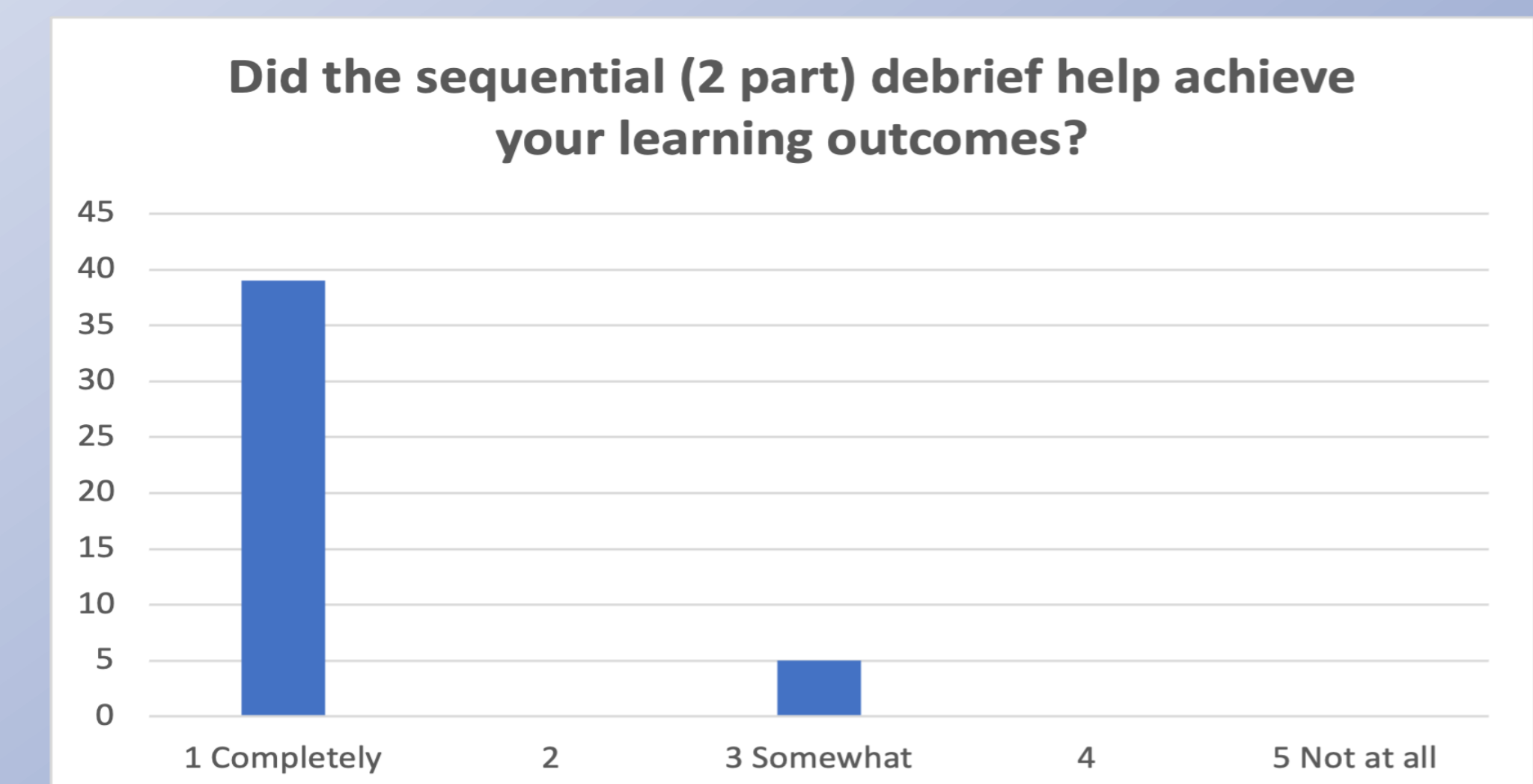


Fig 3: 2 stage debrief graph

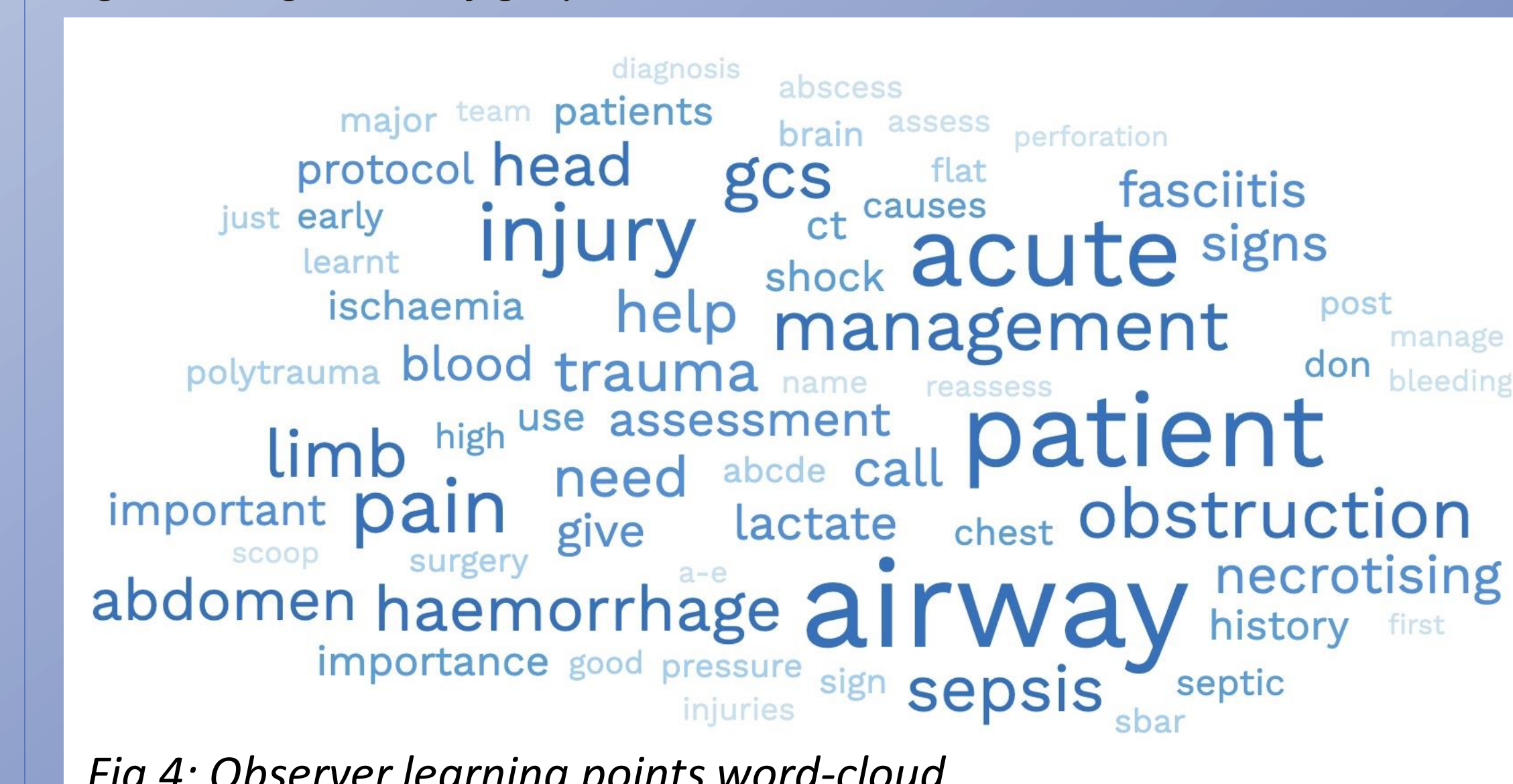


Fig 4: Observer learning points word-cloud

## Conclusion

The role of the directed observer has great potential, achieving both intended learning objectives and broadening access to simulation, particularly pertinent for educational remobilisation post-COVID. Creation of a safe learning environment for those "being watched" is crucial, as well as the use of observer tools to increase observer engagement