



Simulation - In Situ Vs In Lab, What Do The Participants Think?

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Background:

As simulation becomes more established its delivery has become potentially dichotomised between the normal clinical environment (in-situ) or via simulation laboratory. Clearly both have a role in education however there is little work on understanding participants perceptions towards them.

Method:

We run a multidisciplinary simulation program using both in situ and in lab simulations for paediatric and adult Emergency Medicine (EM) scenarios. Both modalities use the same faculty, manikins of equivalent fidelity and the same bank of scenarios.

We collected feedback from the participants using a standardised and anonymous questionnaire after their scenario.

Participants were asked how much they agreed/ disagreed with the following statements:

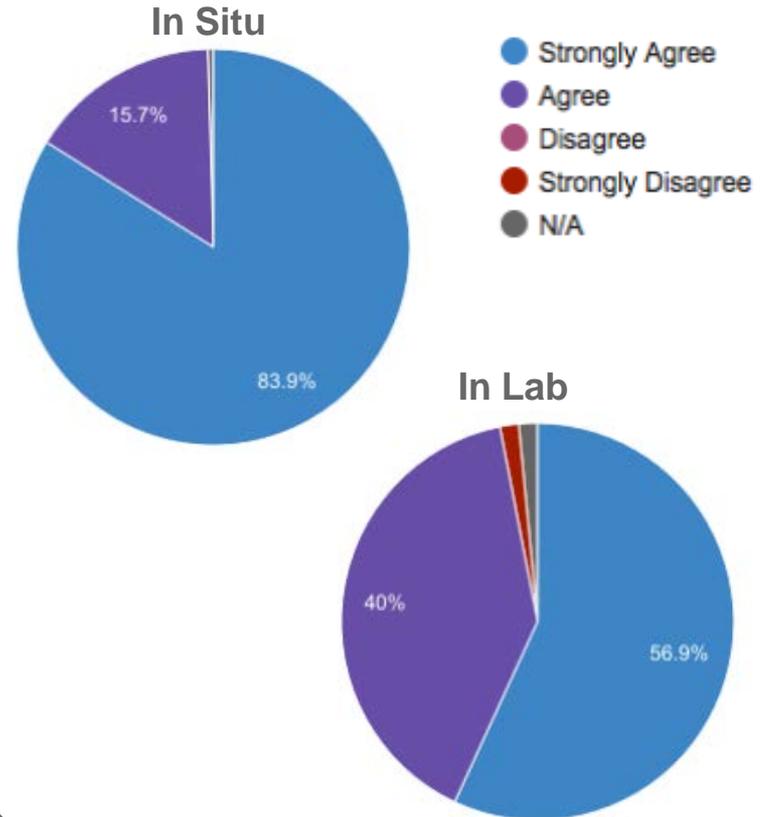
1. I found the overall experience of the simulation session useful.
2. The simulation was realistic.
3. I will be less apprehensive of simulations in the future.

Results:

We ran 46 in situ simulations with 217 participants and 12 in lab simulations with 65 participants.

- 83.9% of participants in the In Situ Simulations strongly agreed that the experience was useful, compared to 56.9% in the In Lab simulations.
- 57.6% strongly agreed that the In Situ Sim was realistic compared to 49.2% in the Lab.

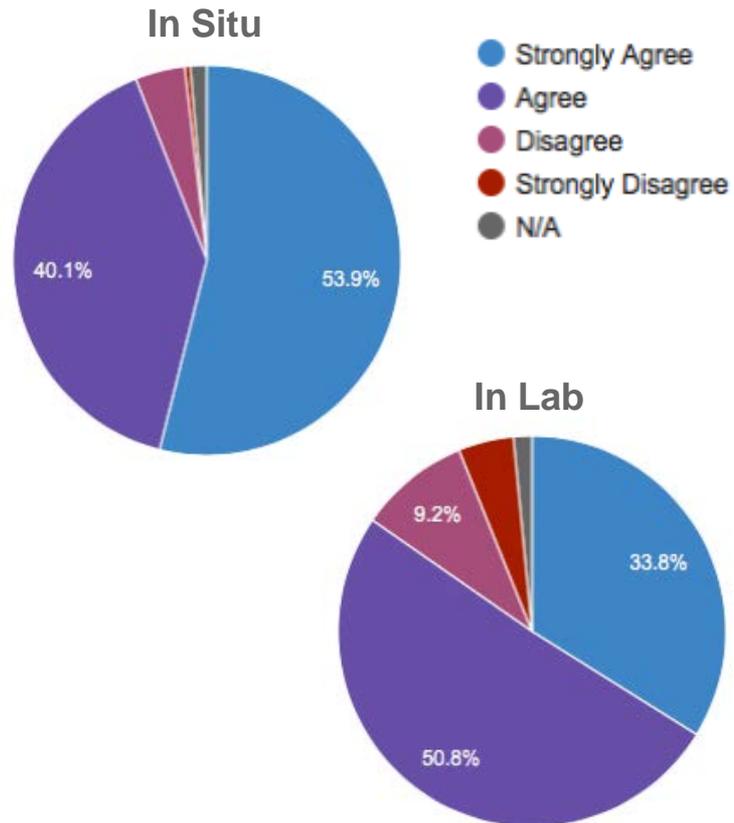
I found the overall experience of the simulation session useful.



Results 2:

- **52.9% of the In Situ participants strongly agreed that they would be less apprehensive of future sims, compared to 33.8% of the In Lab.**
- **Notably 4.6% of the In Situ responded with a disagree or strongly disagree to being less apprehensive, as opposed to 13.8% of the In Lab group.**

I will be less apprehensive of simulations in the future.



Discussion:

The overall positive results support that simulation is seen as worthwhile by the participants regardless of the setting. However In Situ simulations would seem to be perceived more favourably by the participants. Understanding this subtle difference may help facilitators and educators set the context and objectives for the simulations regardless of environment.

