

## Evaluating the impact of a novel simulation session as part of psychiatry induction using contemporary and 3 month participant feedback

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### Background

Focus group feedback from foundation doctors working in psychiatry revealed that they felt underprepared at the start of their placement. We developed and introduced a new simulation session to be delivered during induction to cover the identified learning needs in core psychiatric skills.



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### Simulation Programme

The session consisted of two clinical scenarios, each followed by structured group debriefs. These were facilitated by higher trainees in psychiatry who had been trained by the Scottish Centre for Simulation. Key learning outcomes covered by the scenarios included risk assessment, management of aggression and use of the mental health act.



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### Evaluation

We used a mixed methods approach. All 137 participants completed a pre- and post session survey generating quantitative data. Opportunistic sampling captured quantitative and qualitative data from 26 of those participants through a further survey at 3 months.

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### Quantitative

The survey used 5-point Likert scales to examine participant experience in terms of engagement, difficulty and realism and to examine participant self-efficacy in relation to each of the learning outcomes of the session.

The quantitative data demonstrated that the session performed well over the three metrics related to participant experience. The data also showed that participant self-efficacy improved for all learning outcomes.

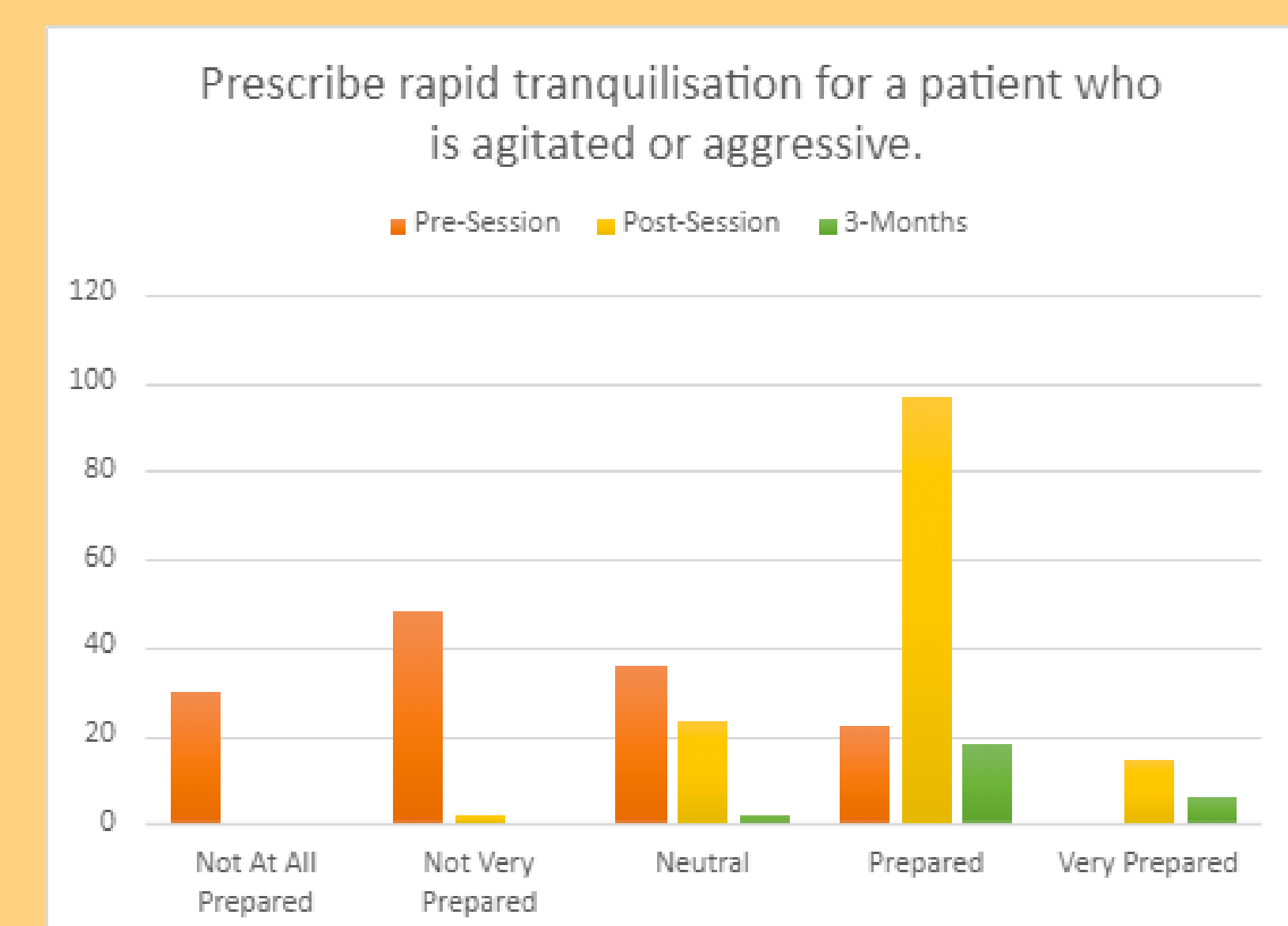
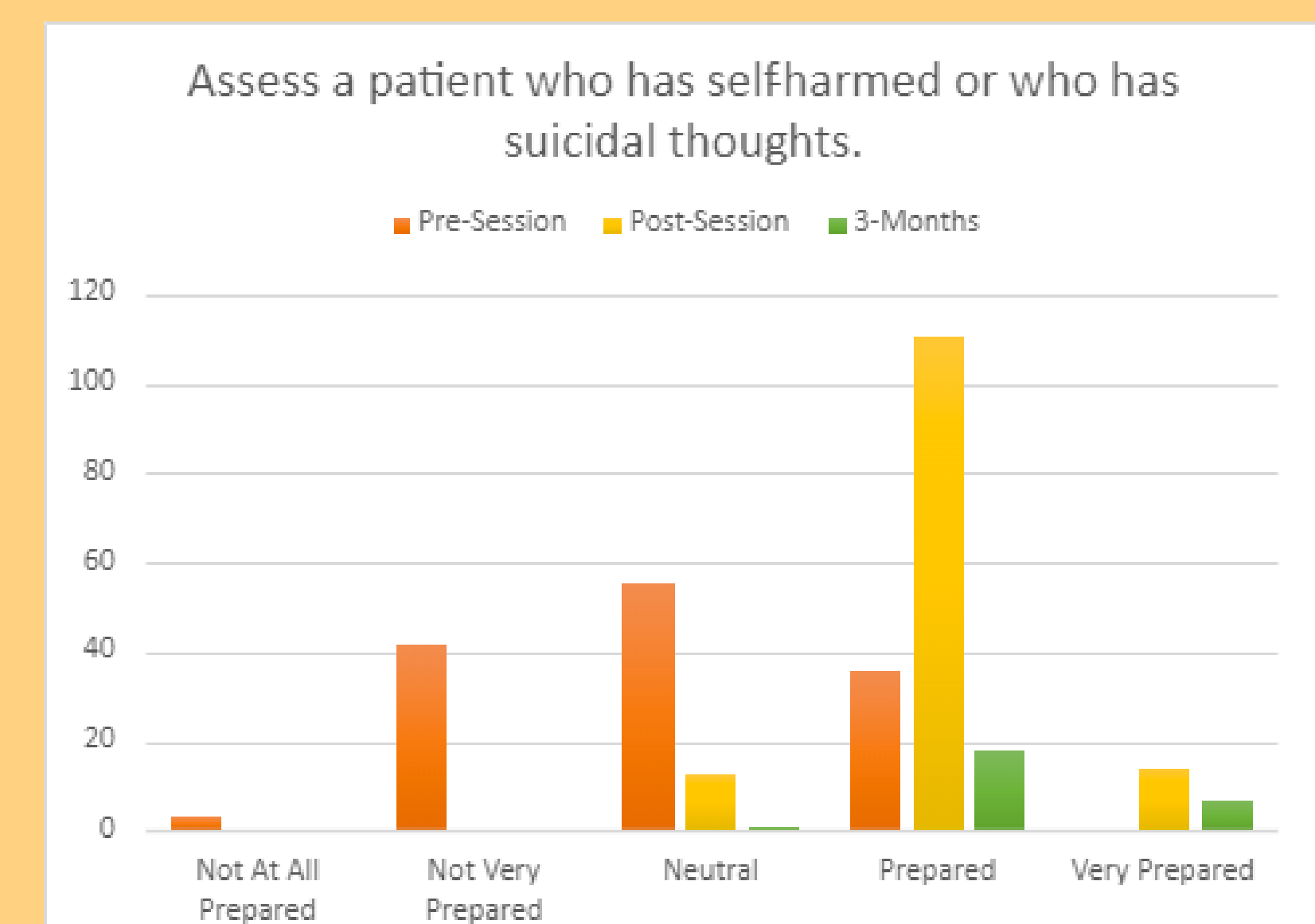
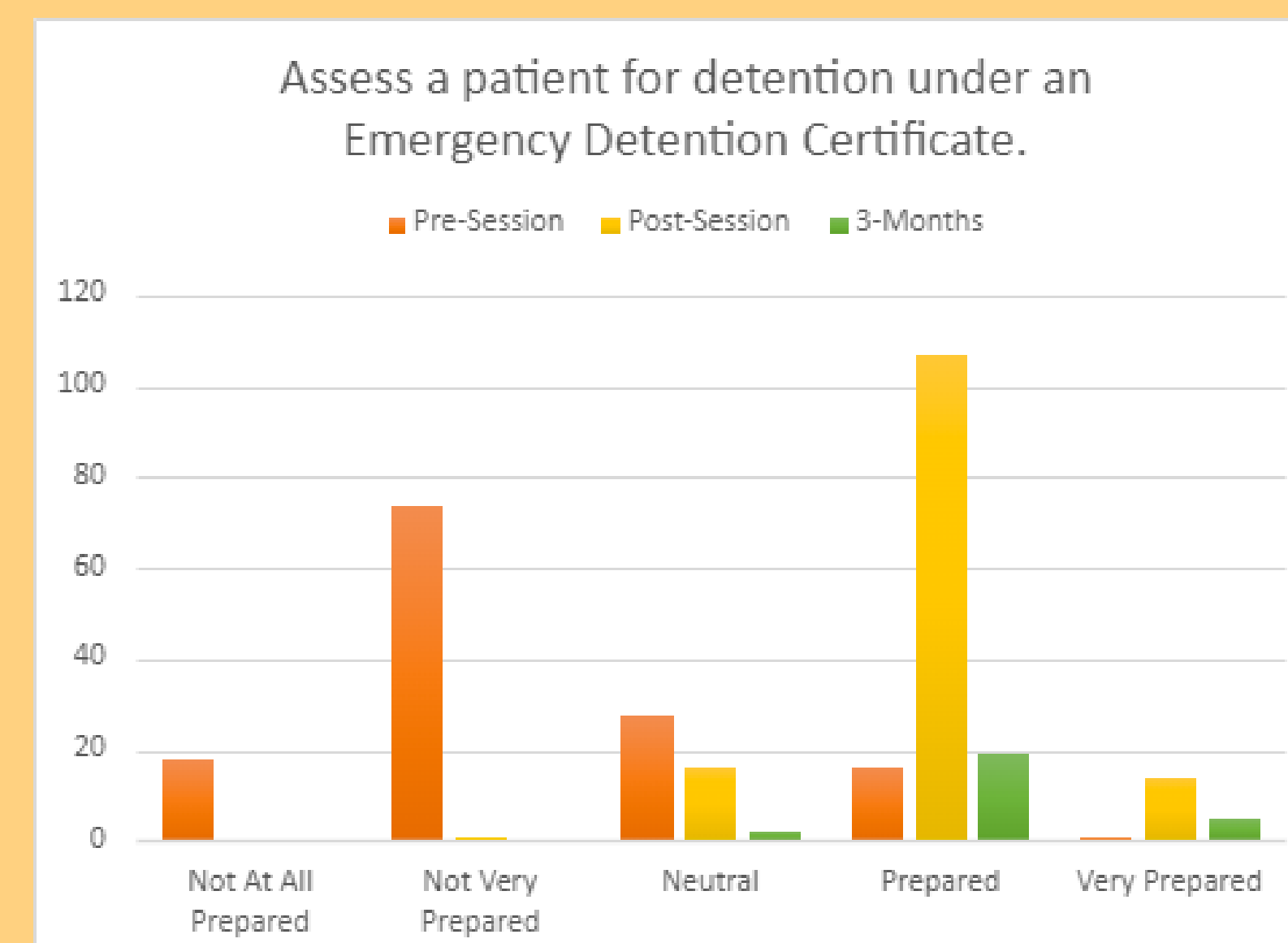


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### Qualitative

We used iterative thematic analysis to explore the qualitative data. Free text responses were independently coded by two of the authors (ER and BC). Coding was compared and discussed to create a joint code book. The data was re-coded and a collaborative session was held where themes were distilled.

The themes reflected that the participants felt more confident in their practice and more comfortable operating independently out of hours. The participants noted sustained improvement in their core psychiatric skills generally. The majority of participants felt that the session was best delivered as part of their induction.



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### Conclusions

The simulation session improved participant self-efficacy and analysis of feedback data demonstrated enduring learning from the session and a positive impact on practice.

