OsEAN
Osteopathic European Academic Network

Institut d'Ostéopathie de Rennes-Bretagne

Metropolia

29th September 2022

'It was all a dream'

Perceived benefits and limitations of a clinical game-based simulation by Year 3 osteopathy students

Hakim Mhadhbi, Lluis Horta, Julian Ims, Eija Metsälä, Mathieu Ménard

BACKGROUND

Simulation-based healthcare education

- Integral to healthcare programs **for many years** (Aebersold, 2016)
- Has been found to **improve patient safety** and **benefit patient outcomes** (Goldshtein et al., 2020).
- Permit to create **guided sequences** adapted to precise **learning objectives** and **needs** (Alinier, 2011)

Simulation-based healthcare education

- Controlled environment where **students can make, assess, and address errors** without fearing adverse consequences (Issenberg et al., 2005)
- Some research works have explored the benefits of simulated environments for **clinical training education in osteopathy** (Fitzgerald et al., 2017; Fitzgerald et al., 2019)

Different types of simulation-based education

The Sim Guide HETI 2015

https://www.heti.nsw.gov.au/education-and-training/our-focus-areas/allied-health/sim-guide-allied-health-scenarios-templates-and-tips-for-simulation-based-education

Simulation Hospital – Metropolia University, Helsinki, Finland
https://mph.metropolia.fi/en/simulaatio/index.htm

Clinical battle – IO-RB September 2022

Clinical battle course sequence

CLINICAL BATTLE WINNING TEAM

Team A

Team B

Winner A/B

A/B/C/D

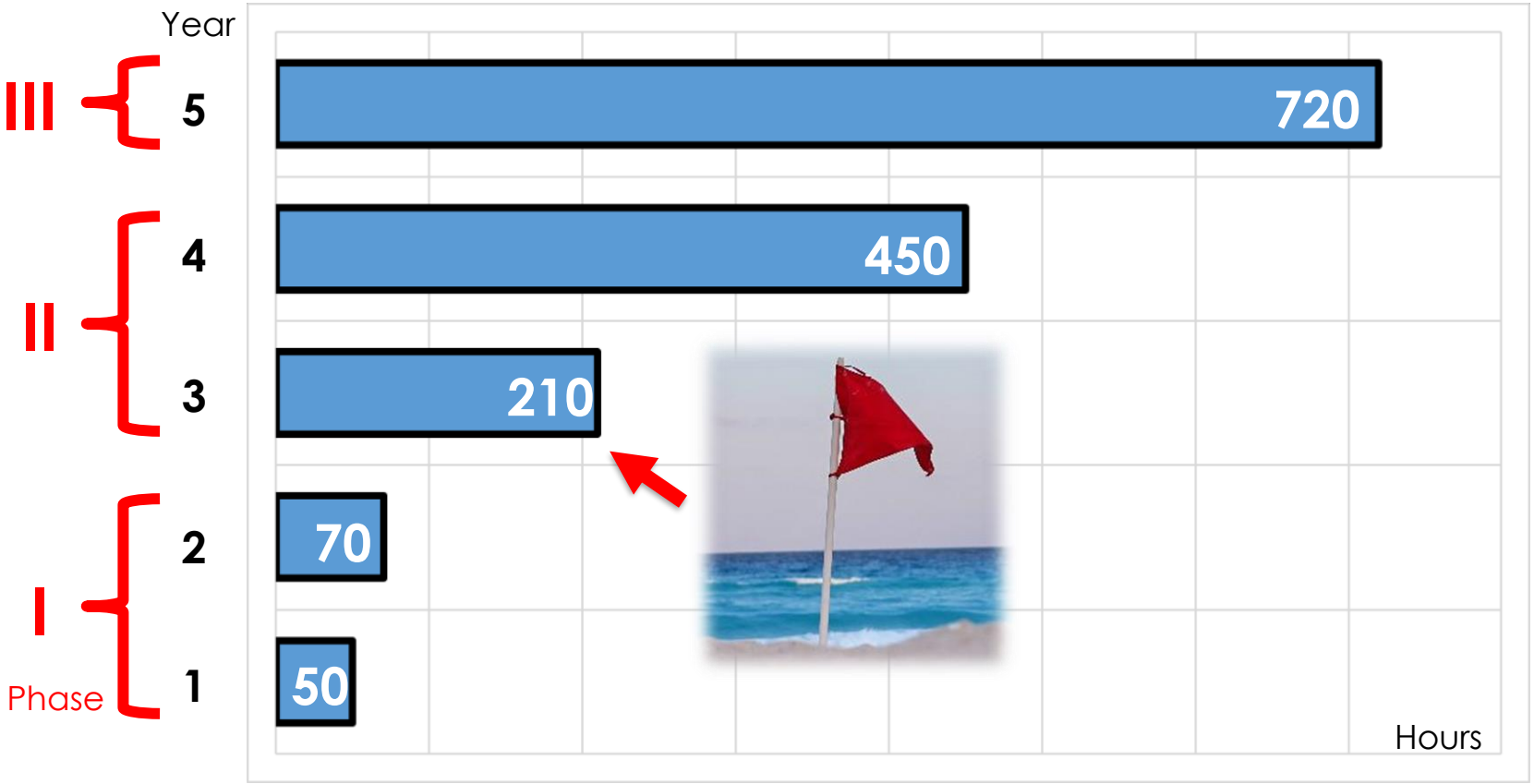
Winner C/D

Team C

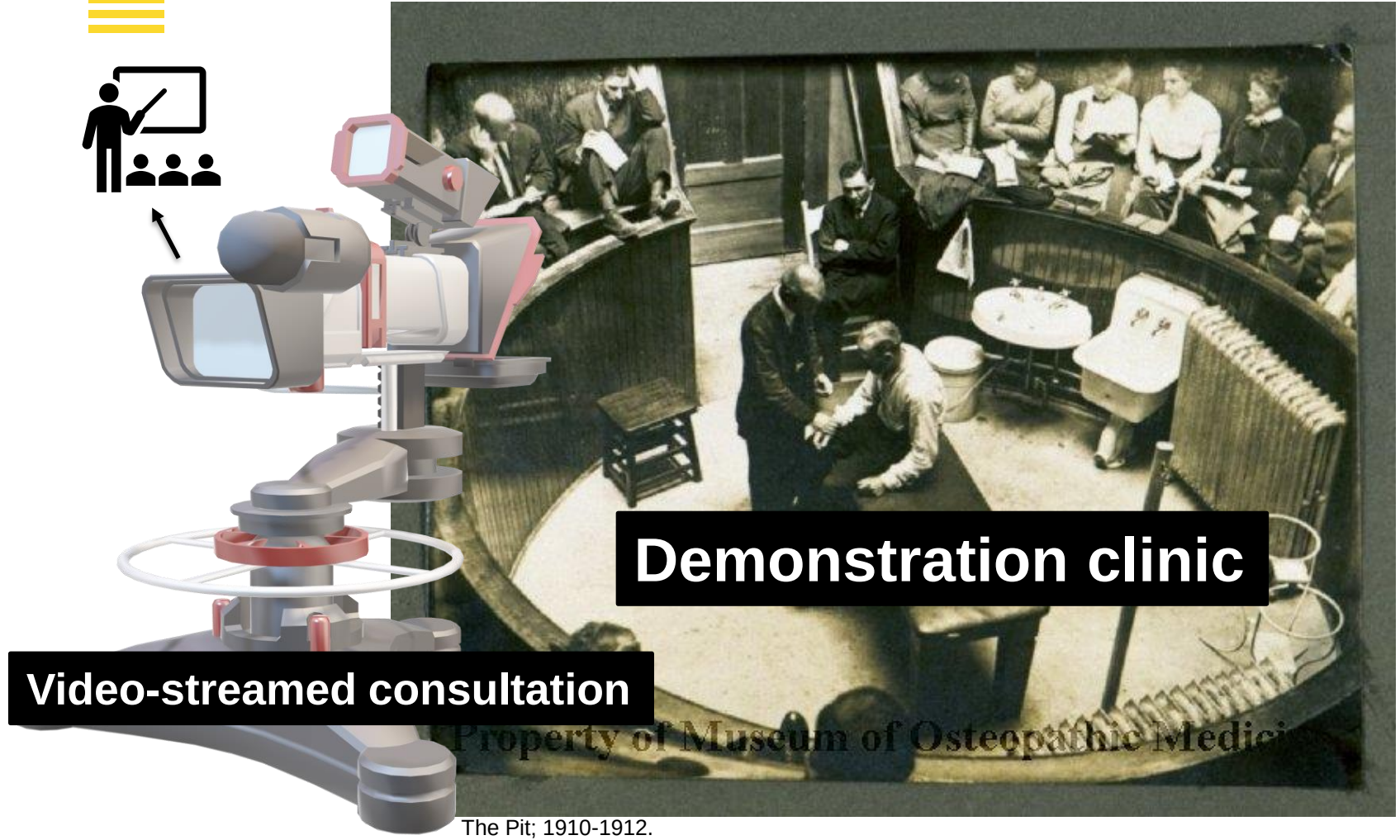
Team D

2 hours of cases preparation

Regulation background



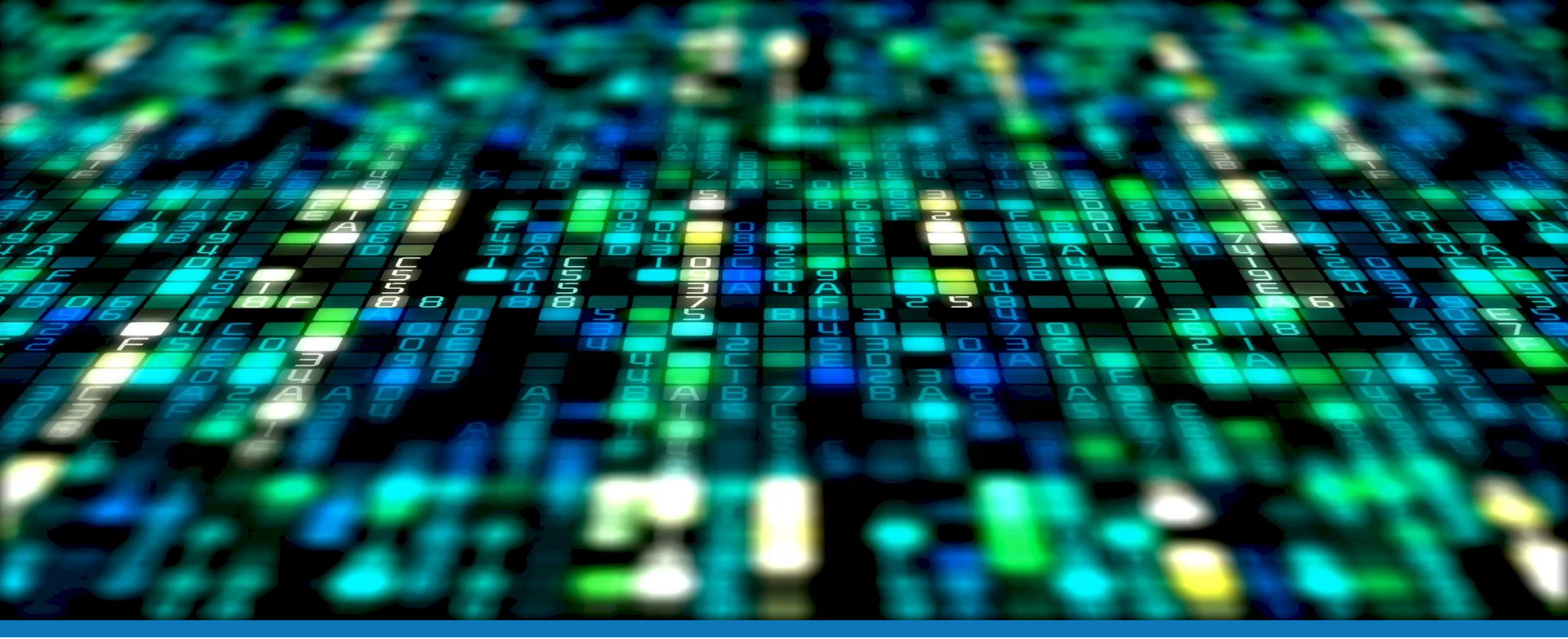
Hours per year dedicated to clinical education in osteopathic curriculum in France



The Pit; 1910-1912.
http://momicoh.pastperfectonline.com/photo/9998035A-EA60-4700-9848-304503523904

Aim of the study

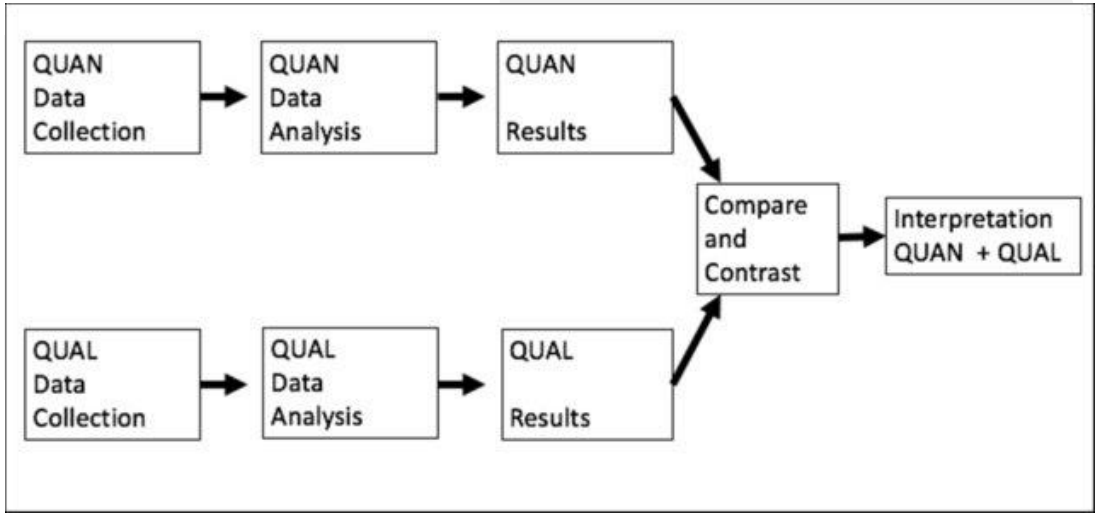
- To explore Year 3 osteopathy students' **perceptions** of the **benefits** and **limitations** of 3 clinical training educational modalities:
  - clinical battle (simulation-based intervention)
  - demonstration clinic
  - video-streamed clinic



METHOD

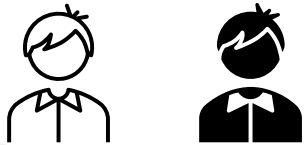
Design

- A two-part **concurrent triangulation mixed-method** design was used to explore students' perceptions in this study.



(Creswell, 2007)

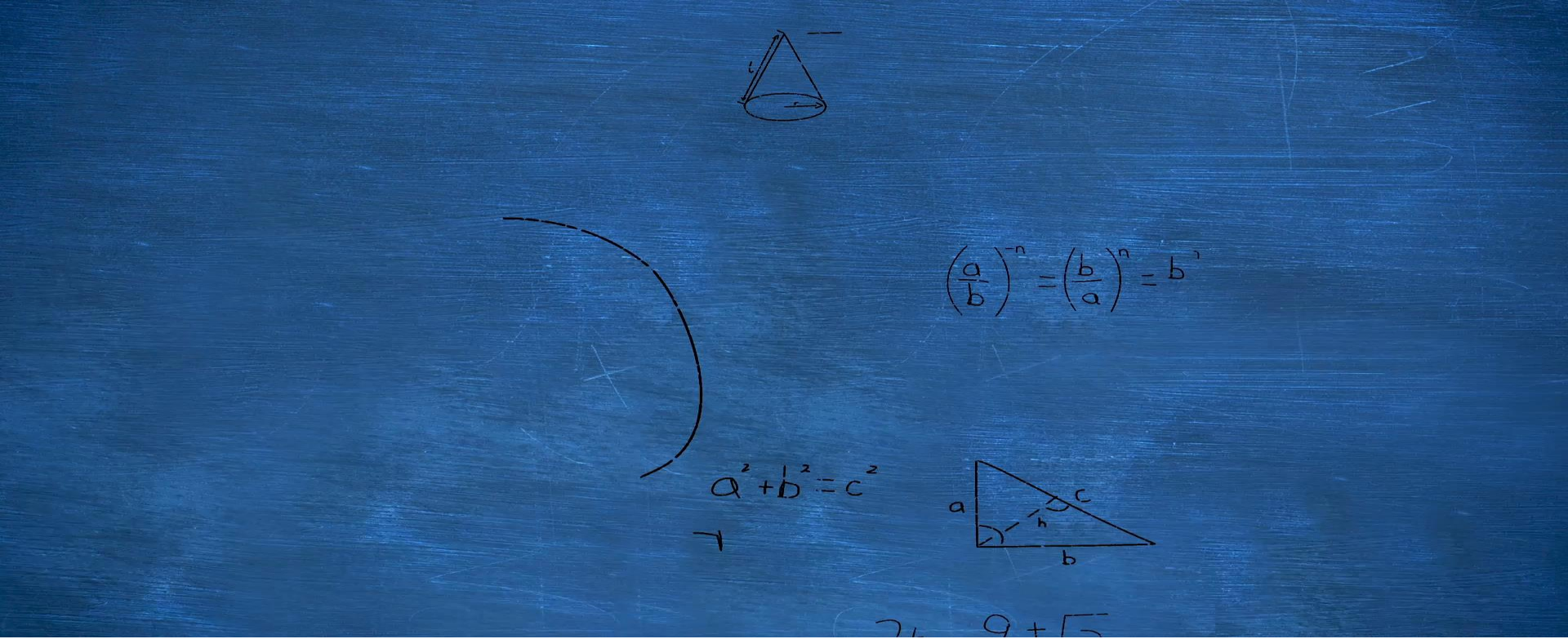
Participants and setting



- Year 3 osteopathy students from the IO-RB (n=**68**) were invited to participate to…
  - a **questionnaire-based survey**
  - **semi-structured interviews**

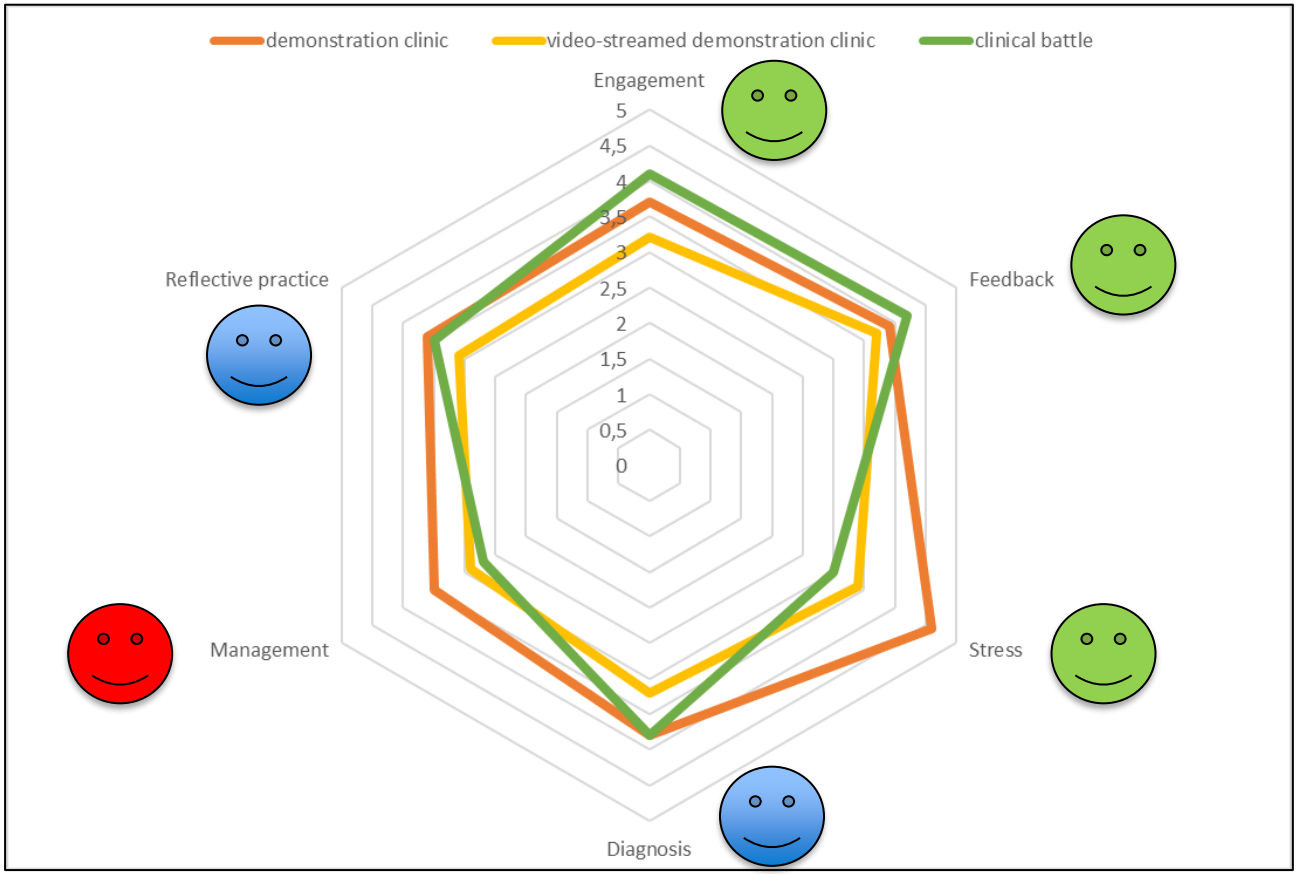
…at the end of a **12-week clinical course** (between September and December 2020).

- Each training modality was **32 hours long** delivered **8 hours per week**.
- The 3 clinical training modalities were guided **by a team of 6 different tutors.**



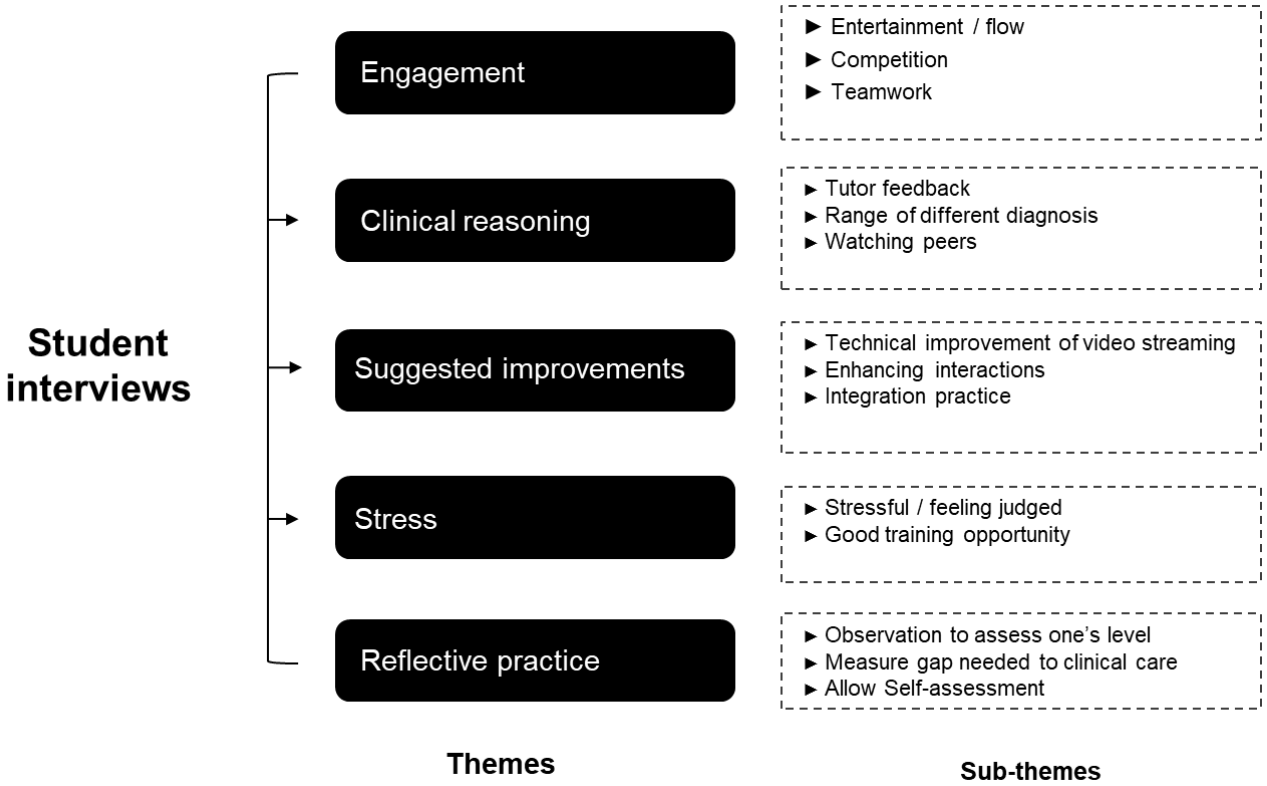
RESULTS

Quantitative survey



Mean Likert score for each theme

Qualitative survey



Identified themes and sub-themes through qualitative analysis of responses to interviews.

CONCLUSION

Take Home Message

- Simulation was perceived:
  - to be as effective as the observation of a real consultation for elaborating a diagnosis and reflective practice
  - as a safe environment to elaborate a diagnosis without the fear of making a potentially harmful diagnosis.
  - to enhance exchanges with the tutor and for gaining feedback

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Thank you for your attention

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