

Simulation-based Learning Program - overview

- The Simulation Program consists of 5 days of simulated learning activities.
- There are 13 simulations based on 7 clinical cases (refer below for details).
- 9 simulations involve simulated patients; 1 simulation involves a simulated family member as well as the simulated patient; 3 simulations involve simulated MDT members (i.e. Nurse, Dietitian). There are 2 student role play simulations.
- Students work in pairs across the 5 days.
- Students complete structured observations of other students.
- All simulations follow the same structure:

Structure of simulations

1. Prebrief:
Students work with clinical educator in a teaching room. They are introduced to the case (through review of a simulated medical chart). They complete set tasks to prepare them for the simulation (e.g., What they need to consider going into the session, How they will modify their language as necessary etc.)
2. Simulation:
Students 'enter' the simulation with the clinical educator as if they are seeing the patient in the real world.
3. Debrief:
The students reflect on the simulation (guided by the clinical educator). Formal and informal methods for debriefing and reflection are used. For example:

Stop-Keep-Start debrief. This is a *simulation reflection approach* used throughout the Simulation-based Learning Program whereby the students have to reflect on their skills to date in the simulation week and then identify:

1. One thing that they will **stop** doing in their clinical practice.
2. One thing that they will **keep** doing in their clinical practice.
3. One thing that they will **start** doing in their clinical practice.

Overview of simulated clinical cases

Medical diagnosis	Age and gender	Presentation
Stroke	65yo male	Aphasia
Traumatic brain injury	26yo male	Spastic-ataxic type dysarthria and cognitive communication disorder
Stroke	66yo female	Dysphagia, dysarthria, aphasia
Urinary tract infection	70yo male	Dysphagia
Brain tumour	32yo female	Dysarthria
Multiple sclerosis	35yo female	Dysarthria, dysphagia
#NOF and dementia	89yo male	Dysphagia

Overview of simulations

Type of contact	Setting	Student activities within simulation
Follow up rehabilitation session	Inpatient rehabilitation	Review of WAB-R© assessment results with patient. Short and long term goal setting. Completion of therapy activities.
Initial patient contact	Acute stroke unit	Bedside assessment of swallowing (including OME). Speech and language screen Liaison with nurse.
Patient follow up session	Acute stroke unit	Therapy session targeting speech, language and swallowing at bedside (same patient as per above simulation – seen one week later).
Initial patient contact	Neurology ward	Bedside assessment of swallowing; speech screen as indicated.
Pre-operative contact	Neurosurgical ward	Baseline measures of swallowing and communication as indicated.
Initial patient contact	General medical ward	Bedside assessment of swallowing.
MDT liaison	General surgical ward	Discussion with dietitian regarding patient management upon discharge.
Discharge session	Speech Pathology office	Discussion regarding VFSS results + dysphagia education and recommendations + plans for discharge.
Case handover	Speech Pathology department meeting room	Summary of patient management to date and recommendations for future SP input.

More detailed information regarding simulations

Day 1

Simulation 1:

- 65 year old male with aphasia post stroke
- **Type of simulation: Simulated patient**
- Simulated in an inpatient rehabilitation session to provide patient with WAB-R © language assessment results, set some short and long term goals and conduct a therapy activity (naming to description). Cueing hierarchy used as required.
- 15minute simulation.

This simulated is conducted by the clinical educator whilst the student group record their observations.

Simulation 2:

- 65 year old male with aphasia post stroke (as above)
- **Type of simulation: Simulated patient**
- Session as per above however for this simulation the students work *in pairs* to conduct the session.
- Each student pair has 15 minutes to conduct the session.

Day 2

Simulation 3:

- **Type of simulation: Student role play**
- Students work in pairs. One plays the role of the student clinician and the other plays the character of Mr Tom Jones (patient with aphasia post stroke from Day 1) and then they switch roles. The simulation is a therapy session targeting Tom's word finding difficulties.
- Clinical Educator observes sessions and assists/provides feedback as required.
- Each student pair has 40mins to conduct the simulation and portray both the patient and the student clinician.

Simulation 4:

- 26 year old traumatic brain injury post MVA case.
- **Type of simulation: Student role play**
- Students work in pairs, using the session plan and therapy materials they have prepared previously to conduct a therapy session with Mr Michael Goodman. Students have 30 minutes in total to conduct the role plays. Each student must portray both the patient and the student clinician in this simulation activity.

Day 3

Simulation 5:

- 65 year old patient who is one day post stroke, in hospital.
- **Type of simulation: Simulated patient**
- Students work in pairs in the simulation to conduct an initial assessment of the patient with the focus on completing a clinical swallow examination (students are provided with a template to guide them). Patient is NBM awaiting assessment. Students are required assess cranial nerve function and trial fluid and solid consistencies with patient and

determine appropriate recommendations based on their assessment. Each student pair conducts a parts of the overall assessment.
<p>Simulation 6:</p> <ul style="list-style-type: none"> • 65 year old patient who is one day post stroke, in hospital – as above • Type of simulation: Simulated patient • Still one day post stroke. Students return to the patient’s bedside to conduct a follow up session focusing on assessment of communication. Each student has an opportunity to conduct parts of a provided speech and language screener with the patient.
Students are provided with an example progress note and are required to write their section of the above assessments.

Day 4
<p>Simulation 7:</p> <ul style="list-style-type: none"> • 32 year old female with brain tumour. • Type of simulation: Simulated patient • Pre-operative inpatient on acute neurosurgery ward. Patient is awaiting surgical removal of brain tumour. • Students work in pairs to conduct a baseline assessment of speech and high level cognitive communication skills. Students are required to take into account her emotional state.
<p>Simulation 8:</p> <ul style="list-style-type: none"> • 78 year old inpatient on acute general medical ward. • Type of simulation: Simulated patient. • Patient admitted urinary tract infection and delirium. Nursing staff concerned about patient’s swallow and aspiration risk. • Student work in pairs to conduct a swallow assessment.
<p>Simulation 9:</p> <ul style="list-style-type: none"> • Type of simulation: simulated multi-disciplinary team member. • Session with simulated dietitian regarding patient, an 89 year old gentleman with Dementia and swallowing difficulties. Patient has recently been discharged on a modified diet and consistencies. • Students work in pairs to discuss the case with the dietitian and answer any questions that she has and provide education on swallowing difficulties.
<p>Simulation 10:</p> <ul style="list-style-type: none"> • 35 year old with multiple sclerosis. Inpatient on acute neurology ward. • Type of simulation: Simulated patient. • Patient admitted with a relapse of her Multiple sclerosis affecting her speech and swallow. • Student work in pairs to conduct a communication and swallowing assessment.
<p>Simulation 11:</p> <ul style="list-style-type: none"> • 65 year old patient post stroke (same case seen on Day 3). • Type of simulation: Simulated patient. • Patient now 2 weeks post stroke. Still on acute stroke ward in hospital. • Students work in pairs to review patient’s swallow and conduct therapy targeting speech and language. Other students observe.

Day 5

Simulation 12:

- 78 year old male inpatient (seen on Day 4 on acute general medical ward) + his wife.
- **Type of simulation: Simulated patient and simulated family member**
- Students work in pairs to conduct a discharge session whereby they will provide a summary and recommendations from VFSS. They also provide general dysphagia education and information about future management of the patients swallowing.

Simulation 13:

- Speech pathology team meeting handover.
- **Type of simulation: group simulation.**
- Students are assigned a case from the simulation week and are required to, individually, provide their clinical educator with a case handover outlining case management to date and recommendations for ongoing management.