

Building autonomy - evaluating the impact of a simulated placement for final year diagnostic radiography students

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Building Autonomy: Evaluating the Impact of a Simulated Placement for Final Year Diagnostic Imaging Students

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DISCLOSURE

ALL 3 AUTHORS ARE EMPLOYED BY SHEFFIELD HALLAM UNIVERSITY,
NO OTHER FINANCIAL RELATIONSHIPS PRESENT

Background

- ▶ SHU had significant investment of new Diagnostic Imaging equipment from HEE for simulation
- ▶ Introduction of a 2-week simulated placement for all 3 BSc cohorts
- ▶ Simulated practice education has been demonstrated to effectively prepare students for the transition from student to qualified practitioner (Hough et al., 2019) and is a valuable pedagogical approach for diagnostic radiography education.
- ▶ Previous research has acknowledged the efficacy of simulated placements in enhancing the preparedness of *first-year* radiography students for clinical practice (Partner et al, 2022, Shiner, 2019).
- ▶ Little available evidence to understand the impact of simulated placements for final-year students on their transition to autonomous practitioner.
- ▶ Research question: What is the Impact of a Simulated Placement for Final Year Diagnostic Imaging Students autonomy?

Method



49 FINAL-YEAR
RADIOGRAPHY
STUDENTS
COMPLETED A TWO-
WEEK SIMULATED
PLACEMENT



MIX OF HIGH AND
LOW FIDELITY
SIMULATIONS



DEBRIEFING PLAYED
A CRUCIAL ROLE IN
ENRICHING THE
LEARNING
EXPERIENCE (ZHANG
ET AL. 2019)



RELEVANT E-
LEARNING

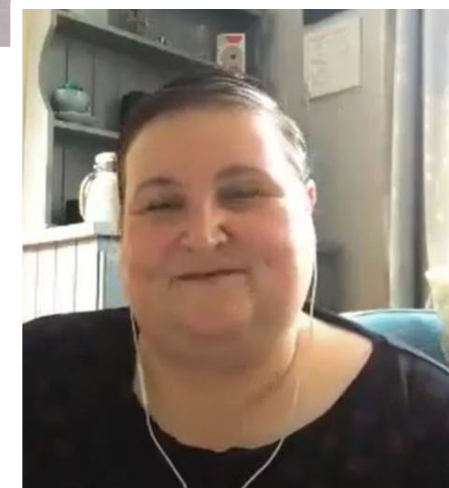
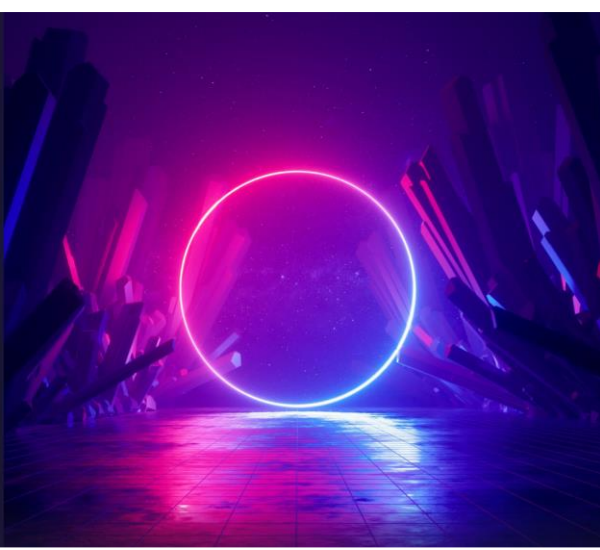


REFLECTIVE
ACTIVITIES



Introduction to Simulation

BSc Diagnostic Radiography



*tnessed, you accidentally crash the mobile
nine into a fire door on a ward, and it now
won't close fully*

*member leaves their phone in the staff-room.
After a while, you see that it has been recording all
the conversations that have been happening in the
room*

*19-year-old severely disabled woman attends for
pelvis X-rays following indication of a pelvic mass.*



Evaluation



Students completed an online evaluation questionnaire immediately post placement



5 point Likert scale (Strongly disagree – Strongly agree)



Open-ended questions for qualitative insights



Data analysed using descriptive and thematic analyses.

Results



Fifteen students from a cohort of 49, completed the questionnaire.



The majority of respondents recognised the value of the simulated placement in enhancing their development as radiographers.



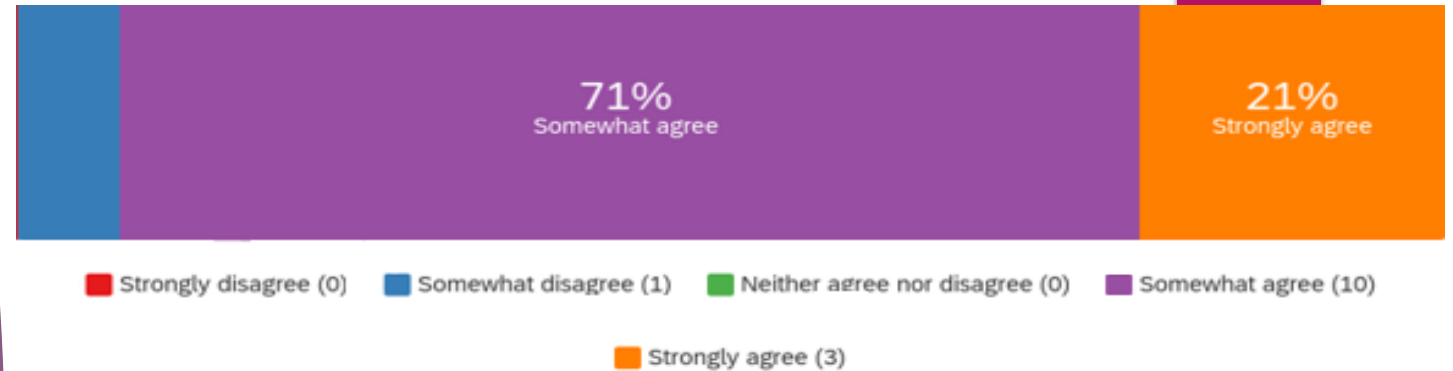
Participants found the simulation weeks engaging and interesting, with positive impacts on their clinical skills, communication and reflective skills.



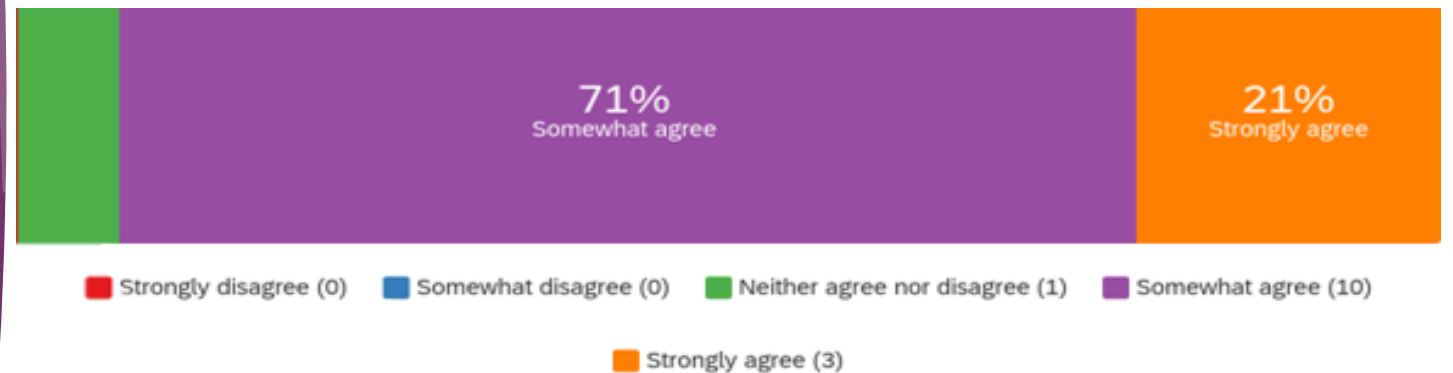
Participants felt the experience contributed to a deeper understanding of professional behaviours and expectations and had enhanced their confidence for autonomous practice.

“Overall I found the Simulation weeks...”

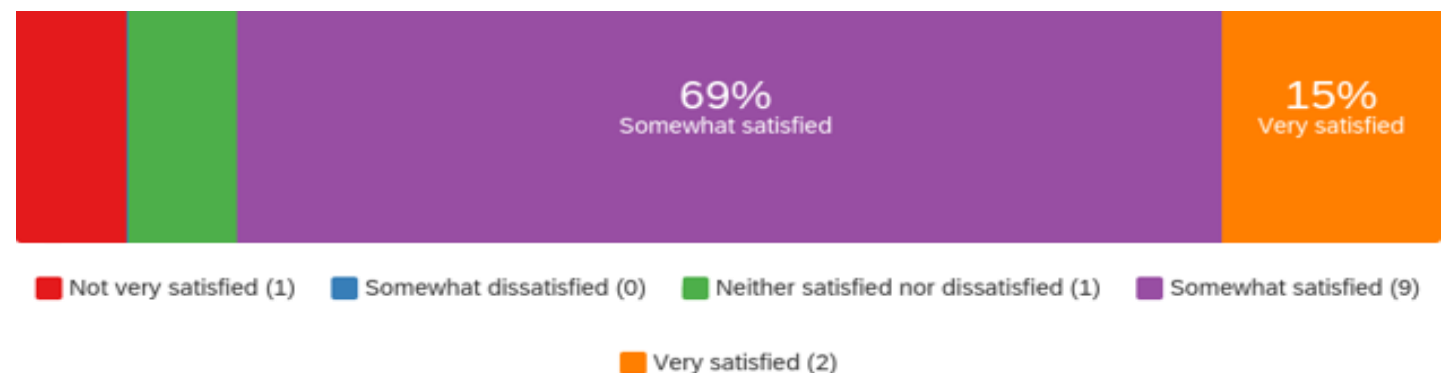
“...engaging and interesting”



“...valuable for my development as a radiographer”



“Overall satisfaction with your learning from Simulation”



100

The MAJAX simulation day was really useful as I felt I took initiative and implemented myself as the leader of the group and excelled in that role

Having the actors in to role play real life situations and learning about safeguarding was amazing

Having the actors in made it worthwhile

*The on campus
simulated scenario
sessions were really
interesting and useful
heading into
qualification*

The safeguarding of adult's session was very informative, and the simulation was definitely something to reflect on in my own practice



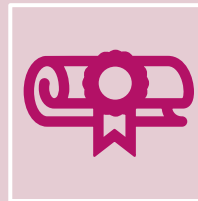
Conclusions



Findings suggest that a well-structured simulated placement for final-year radiography students can significantly contribute to their development as autonomous practitioners.



Students felt that overall, the simulated placement had been valuable for their development as a radiographer.



Future research needs to investigate the impact of simulated placements on graduates in practice.

References

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