

# Evaluation of an MSK Physiotherapy Simulation

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## Background

The global drive to increase physiotherapy student numbers to meet patient demand, combined with shortages of suitable and available placements, has turned attention to using simulation within Universities to support transition to clinical placement<sup>1</sup>. What is less clear is how simulation can be used in a MSK physiotherapy practice setting to support this transition. The aim of this work was to design and evaluate simulation for student/new band 5 physiotherapists which would support their transition to clinical practice.

## Methods

In May 2024 we designed a musculoskeletal (MSK) simulation session for students and new Band 5 Physiotherapists in NHS Fife. Three scenarios were designed with intended learning outcomes (ILOs) around subjective examination skills, identifying red/yellow flags and managing a challenging patient. Three sessions were run between May, Sept and October 2024 with 13 students and six new band 5 Physiotherapists. The scenarios were live streamed to a separate room and debriefing took place using the Scottish centre debrief. Participants completed pre- and post- evaluation questionnaire.

## Findings

All participants agreed or strongly agreed that the session was helpful, enjoyable, informative and fun. Three participants strongly agreed that it was stressful and two agreed that it was uncomfortable. Participants reported an increase in confidence in all areas of subjective assessment (Fig 1). Free text comments were generally positive although one participant reported feeling overwhelmed and found being lived streamed and watching others undertaking simulation uncomfortable (Fig 2).

### Figure 2: Student feedback

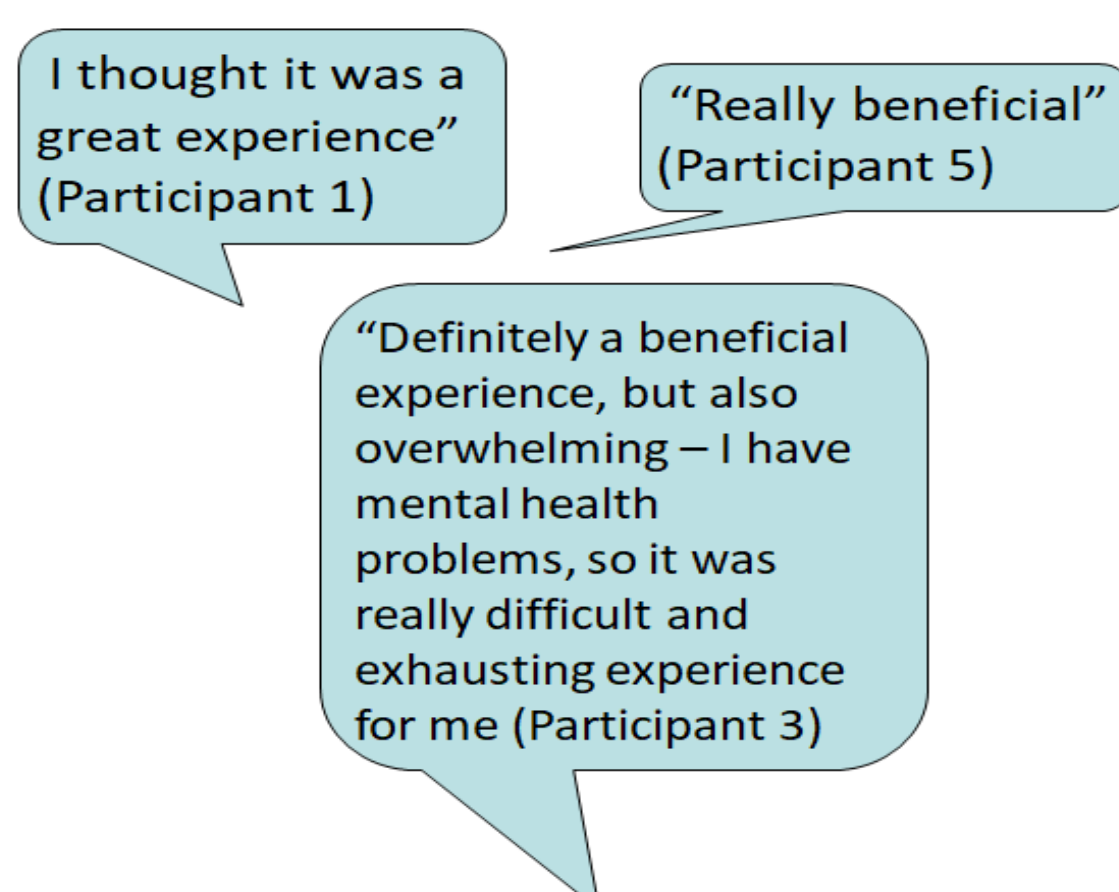
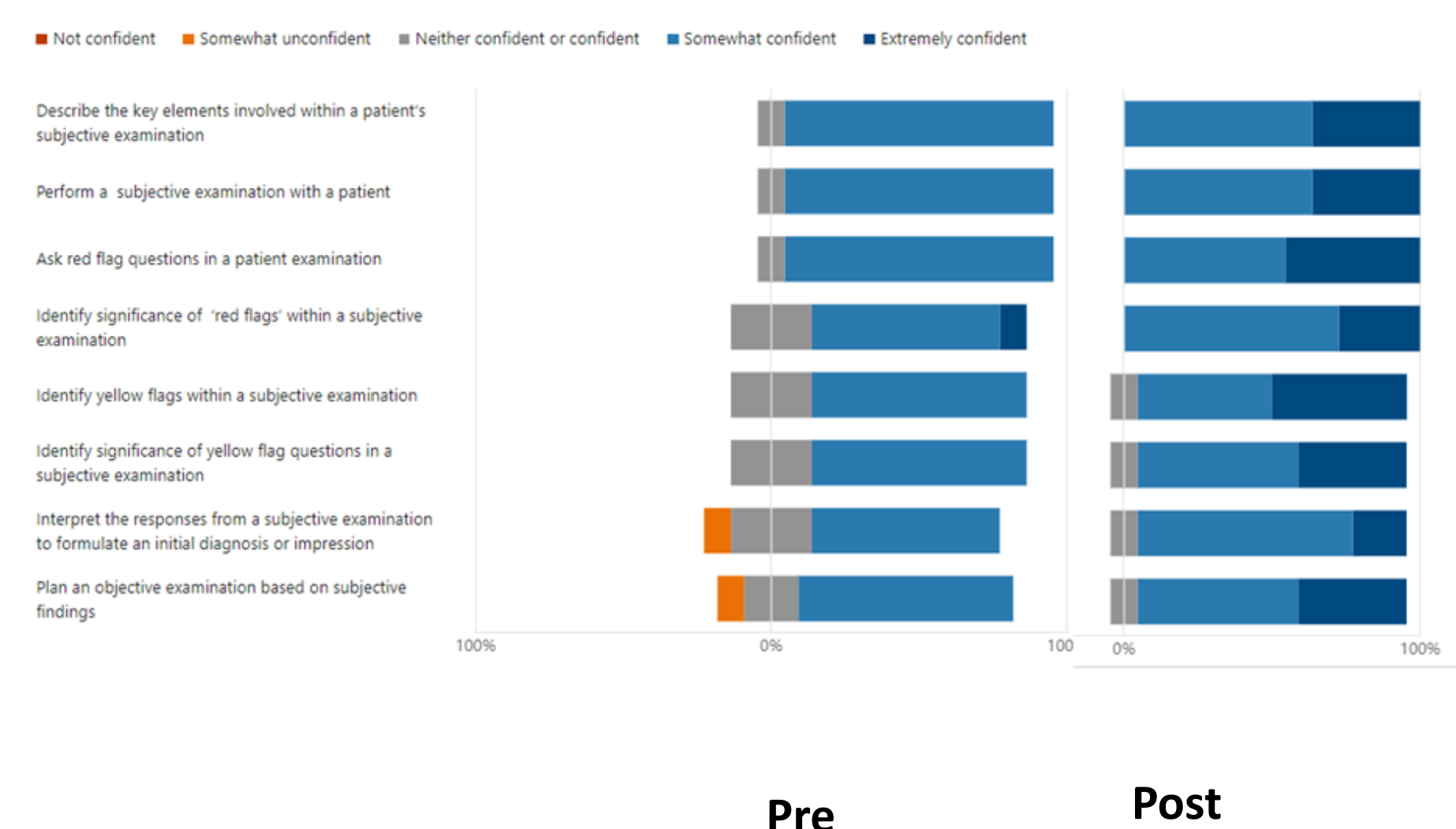


Figure 1: Student's rating of confidence pre and post



## Conclusion

This evaluation supports the use of simulation based learning experiences for student and novice physiotherapists within the clinical placement context as a means of supporting and enhancing confidence in undertaking subjective assessments

## References

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