

LITERATURE REVIEW

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IS TABLE-TOP SIMULATION AN EFFECTIVE TEACHING METHOD AMONGST HEALTHCARE PRACTITIONERS? A NARRATIVE REVIEW

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Introduction: Table-top simulation is an innovative low fidelity simulation tool which has become trendy over the last few years. Despite its popularity the effectiveness of table-top exercises has not yet been examined in the literature. This narrative review aimed to examine if table-top simulation is an effective educational tool.

Methods: Studies were identified examining the effectiveness of table-top simulation from multiple databases. More than 100 publications were identified. After the screening process 26 studies were included as per the inclusion and exclusion criteria. Qualitative and quantitative studies were both included. Following basic descriptive measures, target audience, sample size, training needs assessment, learning outcomes and change in practice or behaviour were examined in each study. Findings were examined in the context of Kirkpatrick's evaluation model and Moore's expanded framework.

Results: Table-top simulation was used for different reasons. Most commonly it was used to identify a gap in knowledge, transfer knowledge or as a type of assessment. As an educational tool it is effective on the lower levels of Kirkpatrick's evaluation model and is not inferior when compared with high fidelity simulation [1]. It is well accepted by users through providing a safe and controlled environment for students to practise and refine their skills. Additional benefits include improvement in non-technical skills, feeling empowered to make decisions and increased sense of comfort.

Discussion: Table-top simulation is effective and should be used in addition to traditional educational tools.

Some studies suggest that due to its resource and cost-effectivity table-top simulation is ideal for low or middle income countries. It can be used to deliver a variety of topics especially those that are not easy to fit into traditional simulation content such as disability, disaster medicine or opioid use disorder. It is highly beneficial for multi

disciplinary teams to understand complex multidisciplinary team dynamics and improve collaboration between team members.

This review confirms that there is a place for table-top simulation in medical education. Further studies are required to determine the effectiveness of table-top simulation on higher levels of Kirkpatrick's model of evaluation and Moore's expanded framework, to prove cost-effectiveness, investigate sustainability and to evaluate table-top simulation as an assessment method.

Ethics Statement: As the submitting author, I can confirm that all relevant ethical standards of research and dissemination have been met. Additionally, I can confirm that the necessary ethical approval has been obtained, where applicable

REFERENCES

1. Offenbacher J, Petti A, Han Xu, Levine M, Manyapu M, Guha D, et al. Learning Outcomes of High-fidelity versus Table-Top Simulation in Undergraduate Emergency Medicine Education: Prospective, Randomized, Crossover-Controlled Study. *West J Emerg Med Integrating Emerg Care Popul Health*. 2022 Jan;23(1):20–5.