IN PRACTICE

A24 **SCALING UP THE UNSCALABLE – IN-PERSON MENTAL HEALTH SIMULATION IN DOUBLE (TRIPLE AND QUADRUPLE) HELPINGS**

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Introduction: We run a busy simulation centre in South London, with increasing demand for courses. We have become proficient at delivering several online courses on the same day, but for in-person courses we are limited by only having one simulation suite. We work with actors as simulated patients to cover mental health topics.

Other centres have tried novel methods to increase participant numbers [1]. We build on our existing practice to do similar.

Methods: We have iteratively developed the capacity and skills to deliver two courses simultaneously from one sim suite.

By converting office space into a second debrief room, we have duplicated space for participants. This involved adding new connectivity to allow a SMOTS display, as well as creating a suitable learning space.

We have added the same functionality to a third room in our building, so we have the option to run three in-person courses at the same time.

It is important to consider double delivery of the same course separately from parallel delivery of different courses.

To deliver the same course to two groups, one simulation technician can easily control the space, and the same actors can portray their characters twice. Parallel deliveries require more planning, so that the scenarios do not clash, and the simulation space displays the correct setting.

Results: We will use the evaluation data to compare courses run traditionally against those run as double. We have gathered routine data on participant satisfaction. We will be able to compare numerical and free-text responses across the two categories. Anecdotally the participants have had an equally positive experience, and have not noticed the added cognitive load.

The costs have been negligible, by using old but functional equipment and spaces which we already have access to. There is no increase in actor costs.

We encountered logistical challenges in using what was previously only an office as a debrief room. The technician has been controlling the proceedings of the day across both groups, which is a new skillset to develop.

Faculty and technical teams feel a great deal of satisfaction at the end of these days, which bolsters team morale.

Discussion: Double delivery has been a successful development, provisionally with no evidence of impaired quality. Actor costs will be the same or less, and there is better utilisation of available space. Parallel deliveries allow greater fidelity via a wider variety of actors.

Ethics statement: Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

REFERENCES

1. Lewandowski J, Haynes J, Dores C, Randles D. The double debriefing room: a pilot to challenge the issue of capacity whilst enhancing efficiency. 00:00:00.0 [cited 2024 Apr 30]. Available from: https://www.ijohs.com/article/doi/10.54531/JNNN8327.