

'real' feel of talking to the patient, informing next of kin....it surprised me how real my patient feels'. 'They are incredibly useful. ... I much prefer doing them on a computer screen than in 3D. It does make for a different way of revising'.

Use of simulations over time

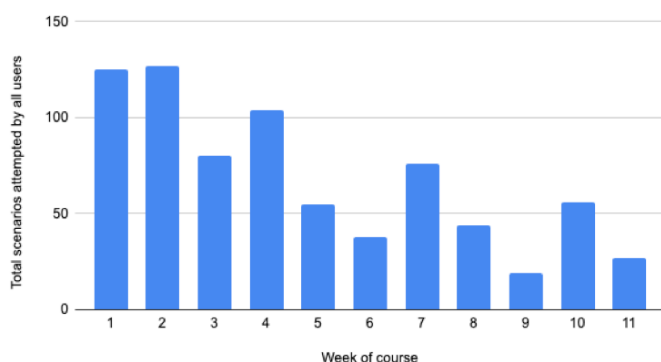


Figure 1:

The high initial response rate suggested student interest and engagement. The low (21%) conversion rate to accessing the VRS platform may be explained by initial technical issues and the voluntary nature of the project. The quantitative data show the importance of repetition in improving learning. Participation over time may improve with incorporation into the medical school curriculum. Lower usage among the final-year medical students may be explained by volunteering and early commencement of clinical duties. This innovation reveals some strengths of VRS: basic equipment; learner-directed; improved performance and student interest. Overall, the VRS platform allowed the delivery of a rapid response to fill a gap in clinical education. The next phase of this project will be to provide live tutor-supported debrief.

## REFERENCES

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### A FRESH MODEL IN THE VEHICLES FOR LEARNING: REDESIGNING AN ESTABLISHED, TRADITIONAL AIRWAY COURSE TO BE DELIVERED IN A MULTI-SITE HYBRID FORMAT IN THE COVID-19 ERA

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**Background:** The Royal College of Anaesthetists (RCOA) stipulates that anaesthetists should be able to use advanced/novel airway management techniques. The RCOA-accredited annual Challenging Airway Course in Northern Ireland is a staple of the calendar, providing an opportunity for all those involved in airway management to gain, refresh and replenish skills. Having already been cancelled in 2020 due to the pandemic, there was a strong appetite, particularly within the trainee body, that it should be staged in some form this year.

**Aim:** The aim of the study was to deliver a high-quality course that outlined the theory behind airway management, without loss of the hands-on aspects of equipment/techniques, to a large candidate group in a COVID-19 safe environment.

**Method/design:** Alteration of the face-to-face course to run in a hybrid multi-site format with both online components and practical workstations.

**Implementation outline:** The course was delivered simultaneously in real time across the multiple deanery teaching hospitals. There was a central hub from which the course lead could synchronize timings/broadcast recorded material. As part of contingency plans for any unanticipated technical difficulties, lectures were pre-recorded and played for candidates on the day. These were punctuated with four practical workstations that mandated two delegates per station. Additionally, some content was recorded for viewing online as pre-course material and new simulation videos of a failed intubation drill and the subsequent debrief were also created. For some unable to attend site locations, a fully virtual experience was also an option. These modifications allowed us to: maximize attendance without breaching social distancing guidelines; retain the hands-on aspect of using equipment/techniques and also maintain an excellent faculty to candidate ratio to allow ample time for practising/asking questions. The pre-course material also empowered the candidates to feel better prepared for the day. Post-course anonymous feedback was completed by the vast majority of delegates and was overwhelmingly positive. Pre-course material, facilities, content, lectures, simulations and workshops were rated highly. The use of airway exchange catheters was mentioned as the introduction of a new skill for many delegates. Apart from one candidate, no one had attended any RCOA-accredited airway events in the preceding year but 100% of the candidates would recommend this course to their peers. Amidst challenging times, we successfully restyled an established and respected course. The novel hybrid multi-site format allowed a larger number of candidates to network face-to-face and gain knowledge/practical skills within a COVID-safe environment. Until such times as 'normality' and perhaps beyond, this may be a new formula for learning.

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### CAUTION AND CONTEXT: COVID-19 AS THE EDUCATIONAL FOCUS FOR INTER-PROFESSIONAL LEARNING

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**Background:** Traditionally our university-affiliated Office of IPE delivers a 3-phase (exposure, immersion, competence) inter-professional education (IPE) curriculum which is a graduation requirement for students. On 13 March 2020, on-site classes were suspended due to the first confirmed case of COVID-19 in the state. Faculty rapidly implemented alternative methods of instruction to complete coursework for the spring semester utilizing COVID-19 as the educational focus and hosting these learning events on the virtual platform.

**Aim:** The aim of the study was to lean into the educational opportunities provided by the global pandemic to continue to provide high-quality IP education including simulation, crafting these educational events to meet the pandemic needs of our community.

**Method/design:** During the COVID-19 pandemic, healthcare students and faculty stepped forward with a desire to serve during this health crisis. Several public health support