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PLEASE SCROLL DOWN FOR TEXT.
Experiences with radiographic simulation software, student evaluation and an overview of simulation strategies for learning: A work in progress

Rob Stewart: Senior Lecturer Diagnostic Imaging.
Aa’ishah Shafi: Yr 3 Student Radiographer
Carly-Anne Rudkin: Yr 3 Student Radiographer
Background

• With only 1 x-ray suite at UWE, the time available per student to get “hands on” is limited.

• Feedback from students is; “more practical opportunities would benefit”
The Proposal

• That a second x-ray suite would be the ideal option.
• Budget considerations and room shortages prevent this from being practicable.
• Simulation of practical aspects of Radiography is a viable alternative, such as VERT.
The evidence

"... healthcare professionals... should learn skills in a simulation environment and using other technologies before undertaking them in supervised clinical practice."

Great Britain: Department of Health, 2011
The Project

• After a moderate literature review and discussion with other UK users of simulation software a business case was produced.
• Other simulators were considered.
• Shaderware was chosen for radiograph quality and physics modelling.
The Project

• Installation on UWE pc’s
• 12 concurrent users
• User guides and workbooks on Blackboard modules
• Review of performance and uptake
The Product

Introduction

This software is used to support radiography education. ProjectionVR™ is a fully featured simulation of radiographic positioning practice. This virtual radiography™ simulator is currently supporting students’ studies at over 80 universities in USA, Canada, Sweden, Poland, Portugal, Saudi Arabia, South Africa, New Zealand, Finland, Australia and the UK.
Virtual x-ray room
Virtual Positioning

Virtual Chest x-ray

Virtual Control Console with Image preview Monitor area.
Realistic radiograph
Realistic exposure data
Student Voice

• Feedback from comments on workbooks
• Survey underway during placement
• Focus group July 2015 from volunteers
• Evidence from Year 3 Dissertation Projects
Student Feedback: Student ‘B’
Year 1

• The programme is relatively easy to navigate. It has very life-like images and movements of the patients to show what a real practical experience is going to be like.

• There are lots of different positions you can put the patient in, as well as setting various exposure factors. This is useful because you can see what adjusting KVP/MAS will do to the image quality. And when focusing on the ALARP principal, having the lowest exposure (with a still diagnostic image) is critical.

• It allows you to make mistakes without actually doing harm to people or yourself.
Survey Feedback

• Was it easy to use?

• Did the simulator aid your learning of techniques?
Survey feedback

Tell me about your personal experience of this program was it?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A very positive experience</td>
<td>8.33%</td>
</tr>
<tr>
<td>Reasonably positive experience</td>
<td>16.67%</td>
</tr>
<tr>
<td>Neutral experience</td>
<td>33.33%</td>
</tr>
<tr>
<td>Mildly negative experience</td>
<td>16.67%</td>
</tr>
<tr>
<td>Very negative experience</td>
<td>8.33%</td>
</tr>
</tbody>
</table>

Qualitative comments:
1. I would have preferred it to be used for helping us understand exposure factors
2. Potentially have more scheduled session per week rather than just 1?
Student Research: 1. Dose Manipulation

• Used real x-ray experiment for baseline
• Continued the experiments virtually
• Images assessed visually by reporting group.

Investigation into the effect of distance, high, low kVp and air gap technique on image quality and dose of chest radiography using Shaderware virtual technology.

Aa’ishah Shafi 2015

Figure 1. ProjectionVR™ room showing setup at 180cm SID with 10cm air gap (Shaderware, 2014).
Graph 1. A Graph to show the Difference in DAP Values of the four images taken with the x-ray room compared to ProjectionVR™.

This investigation has demonstrated the uses and benefits to undergraduate learning that can be achieved through the use of Shaderware Projection Virtual Radiography™. ProjectionVR™ allowed for the complete control of many variables and was less time consuming whilst simultaneously providing more information than an actual experiment would have.
Student Research: 2. Comparison

• Used anthropomorphic phantom and virtual simulation

Does Simulation Software Replicate the Results Achieved in a Standard X-ray Room in an Educational Setting?

Carly-Anne Rudkin 2015
The results of this study have shown that simulation software replicates the same scientific principles as a standard university x-ray training room when experimenting with exposure factors. The kVp, ESD and mAs, ESD demonstrated an expected linear relationship. There was an increase in ESD when only increasing either the kVp or mAs when using both training methods. These findings support Cosson and Willis2 (2012) proposal that Simulation Software offers a safe and effective method for teaching radiography students the effects of manipulating exposure factors on patient dose.

Student radiographer perspectives on using a screen based computer simulator in diagnostic radiography
Cosson, P., and Willis, R.N.

Published November 2012 © Shaderware Limited
Student Survey Feedback

5. Use of exposure control settings

<table>
<thead>
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<th>Answer</th>
<th>%</th>
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<tbody>
<tr>
<td>1 Very Useful</td>
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</tr>
<tr>
<td>2 Useful</td>
<td>0%</td>
</tr>
<tr>
<td>3 Neutral</td>
<td>43%</td>
</tr>
<tr>
<td>4 Useless</td>
<td>0%</td>
</tr>
<tr>
<td>5 Very Useless</td>
<td>14%</td>
</tr>
</tbody>
</table>

- A split range supporting the idea that much more can be accomplished in this area.
So what has been achieved?

- Increased learning potential for students
- Integrated simulation into the current program
- Freedom to fail; integrated into learning
- Learn at the students convenience added
- Multiple feedback and discussion opportunities
- New insight gained for tutors on delivery
Future Research?

• Ideal for cohort studies
• Alternate projection development
• Radiation experiments
• ???
Questions