

Susan Somerville



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Biography	<p>Susan is based in Dundee, Scotland, as an Educational Lead for Interprofessional Simulation in the Dundee Institute for Healthcare Simulation (DIHS) and as an Honorary Senior Lecturer in the Faculty of Health at the University of Dundee. She has worked in and alongside the NHS and Universities over her career. She trained as a nurse, working in adult surgical specialties in Scotland, specialising in Intensive Care in London before going into clinical education and leadership roles in the NHS. Susan moved into higher education pursuing an academic career and undertaking master's and PhD studies. She has been responsible for undergraduate clinical skills teaching and assessment; for designing and leading postgraduate simulation-based education and faculty development master's programs and is an experienced PhD research supervisor. Susan is hugely enthusiastic about collaborative and cross-institution teaching, scholarship and education research opportunities, her motivation and strength is in creating and nurturing productive connections with simulation, clinical and academic colleagues across Scotland, the UK and internationally.</p>
Research (long text)	<p>Susan's research interests and experience are in simulation and health professions education using principally qualitative methods, undertaking evidence synthesis and applying realist methodologies. A masters' graduate of the School of Education and Social Work, University of Dundee, Susan's dissertation adopted a socio-material lens to explore simulation-based education in the undergraduate school of medicine curriculum using ethnography. Her PhD in Medical Education was funded by NHS Education for Scotland and culminated in a thesis entitled: <i>An exploration of Mobile Clinical Skills Unit in NHS Scotland: a realist research study about a complex</i></p>

	<p><i>intervention in a complex social system</i>. This research studied a peripatetic facility for clinical skills training and simulation in remote and rural Scotland and incorporated both Realist Synthesis and Evaluation. This PhD studentship led to opportunities to attend realist training courses in England, and further to this showcasing realist research studies and works in progress with and among peers and colleagues in Scotland following a Scottish Medical Education Research Consortium (SMERC) Travelling Fellowship award.</p>
<p>Teaching (long text)</p>	<p>Having recently led the Simulation pathway of the Master's in Medical Education programme, Susan is now an Honorary Senior Lecturer in the Faculty of Health, University of Dundee. She is experienced in undergraduate teaching and assessment, in developing and delivering short faculty development courses, as well as designing and delivering master's programs and modules. Susan initiated and led curricular developments in the under- and postgraduate programs in the School of Medicine and as collaborator, and contributor to related programs across the Schools of Dentistry and Health Sciences at the University of Dundee. Her experience in the development and delivery of programs in the Clinical Skills Centre at the University of Dundee, led to international collaborations with the Kuwait-Scotland Health Innovation Network Masters programme in Diabetes Care, Education and Management for health care professionals in Kuwait for the Gulf Region. Susan also worked with the Scotland-Malawi Anaesthesia project, designed to deliver and embed clinical skills training for multidisciplinary clinical staff in Anaesthesia, Obstetrics and Paediatrics in Malawi. This programme also delivered a Train the Trainers programme, mentoring Malawian Clinical Officers to undertake a clinical educator role.</p>
<p>Publications (long text)</p>	<p>Merriman, T., Somerville, S., Scanlan, G., Tallentire, V. (in review). Survivors, Solvers, Supporters: Exploring Medical Registrars' Collective Identity Through Narrative Positioning. <i>BMC Medical Education</i>.</p> <p>Scott, H., Haverstock, C., Harisson, N. Somerville, S. (in press). The wriggly child: medical student experiences of paediatric simulated patients. <i>Journal of Healthcare Simulation</i></p> <p>Kumar, P., Groom, O., Paterson, S., McGowan, N., Allan, R., Sharp, K., & Somerville, S. (2026). Faculty experiences and perceptions of interprofessional co-debriefing: An exploratory qualitative study. <i>Clinical Simulation in Nursing</i>, 115, 101963.</p> <p>Kumar, P., Groom, O., Paterson, S., McGowan, N., Allan, R., Sharp, K., & Somerville, S. (2025). Exploring faculty experiences and perceptions of interprofessional co-debriefing practice in healthcare simulation: a qualitative study protocol. <i>BMJ open</i>, 15(10), e109231.</p> <p>Mitwali, R., Smith, S., McGregor, S., Somerville S. (2025) Exploring How Simulation-Based Interprofessional Education Affects Teamwork Attitudes Among Health Professions Students: An Integrative Review Protocol. PROSPERO</p> <p>Brown, C., Somerville, S., Doyle, A., & Nestel, D. (2025). <i>A scoping review of scoping reviews in healthcare simulation: a research protocol</i>. <i>Journal of Healthcare Simulation</i>. doi/10.54531/HDFO1298.</p> <p>Albusaidi M., Harrison, N., Moffat, M., McGregor, S., Al Abri, H., Somerville, S., (2025). Exploring the potential for simulation in the development of future foresight leadership skills for healthcare professionals: a scoping review protocol.</p> <p>Hein, T., & Somerville, S. (2025). Perceptions of students and faculty on the use of case-based learning. <i>Asia Pacific Scholar</i>, 10(3), 75-79. https://doi.org/10.29060/TAPS.2025-10-3/SC3235</p> <p>Kumar, P., Harrison, N. M., McAleer, K., Khan, I., & Somerville, S. G. (2025). Exploring the role of self-led debriefings within simulation-based education: time to challenge the status quo? <i>Advances in Simulation</i>, 10(1), 9.</p> <p>Nyaka, G., Somerville, S., Harrison, N., & Kumwenda, B. (2025). Exploring the implementation of interprofessional simulation-based education in Africa: a scoping review protocol. <i>Journal of Healthcare Simulation</i>. from 10.54531/GHPI8782.</p> <p>Kerins, J., Somerville, S. G., & Tallentire, V. R. (2024). Transformation During Transitions: Intentionality in Simulation-Based Education for Professional Identity Development. <i>Simulation in Healthcare</i>, 10-1097.</p> <p>Joyce, L. R., Meeks, M., & Somerville, S. G. (2024). Interprofessional Co-Debriefing in Simulation—Role Modelling Collaboration: A Qualitative Study. <i>Simulation in Healthcare</i>, 10-1097.</p> <p>Stephens, T.N., Somerville, S. (2024) Perceived faculty development needs and motivations of Chinese general practice trainers: a narrative review of the literature. <i>BMC Med Educ</i> 25, 41 (2025). https://doi.org/10.1186/s12909-025-06650-9</p> <p>Harrison, N., Somerville, S., Kumar, P., & Collins, K. (2024). Re-Examining interprofessional</p>

	<p>simulation: Using social identity theory to explore the influence of ‘profession’ on interprofessional learning. <i>Clinical Simulation in Nursing</i>, 97, 101652.</p> <p>Temple-Oberle, C. F., Harrop, A. R., Webb, C. E., & Somerville, S. G. (2024). Gathering Dust-Resistance to Simulator-based Deliberate Practice in Microsurgical Training. <i>Journal of Reconstructive Microsurgery Open</i>, 9(01), e89-e96. Thieme E-Journals - Journal of Reconstructive Microsurgery Open / Abstract (thieme-connect.de)</p> <p>Somerville, S., Howden, S., Ker, J., & Schofield, S. (2024). Exploring accessible, inclusive and sustainable simulation-based education in remote and rural communities: a realist review. <i>International Journal of Healthcare Simulation</i>, 1-14.</p> <p>Somerville, S., Harrison, N., Lewis, S., & Colquhoun, N. (2024). Embracing a sustainable future: the development of a HYFLEX simulation faculty development module. <i>International Journal of Healthcare Simulation</i>, 1-3.</p> <p>Kumar, P., & Somerville, S. (2024). Exploring in-person self-led debriefings for groups of learners in simulation-based education: an integrative review. <i>Advances in Simulation</i>, 9(1), 1-23.</p> <p>Kumar, P., & Somerville, S. (2023). Exploring self-led debriefings in simulation-based education: an integrative review protocol. <i>International Journal of Healthcare Simulation</i>, 1-10.</p> <p>Somerville, S. G., Harrison, N. M., & Lewis, S. A. (2023). Twelve tips for the pre-brief to promote psychological safety in simulation-based education. <i>Medical Teacher</i>, 1-8.</p> <p>Fawns, T., Hislop, J., Oliver, N., & Somerville, S., (2022). An entangled view of an educational activity. OpenEd.</p> <p>Somerville, S. G. 2021. Thesis: Doctor of Philosophy. An Exploration of a Mobile Skills Unit in NHS Scotland: a realist research study of a complex intervention in a complex social system. https://discovery.dundee.ac.uk/en/studentTheses/an-exploration-of-a-mobile-skills-unit-in-nhs-scotland</p>
<p>Conferences / Lectures (long text)</p>	<p>The Rogano Meeting at AMEE Vienna, August 2026 - Dilemmas Presentation - represented by Gervasio Nyaka - PhD candidate, Supervisor - S. Somerville.</p> <p>The Scottish SIMposium, August 2026, Lanarkshire – Oral Presentation - Professional Identity and Distributed Authority: Preliminary Findings from a Study of Interprofessional Simulation Implementation in Malawi.</p> <p>NES Annual Conference, April 2026 - Workshop - Measuring What Matters: Applying the Value-Based Simulation in Healthcare (VBSH) Framework to Evaluate International Medical Graduate Support in Simulation Programmes.</p> <p>The Scottish SIMposium, August 2025, Aberdeen - Workshop - <i>Put away your manikins & set the table for simulation.</i></p> <p>The Rogano Meeting at AMEE Barcelona, August 2025 - Dilemmas Presentation - represented by Moosa Al Busa'idi - PhD candidate, Supervisor - S. Somerville.</p> <p>The Society for Simulation in Europe (SESAM) 30th Annual meeting, June 2025 - Workshop by Clinical Teaching Fellows - <i>Demand for simulation is increasing, capacity to deliver is not - is sequential simulation the answer?</i> SiReN-ALERT presentation by PhD student Moosa Al Busa'idi <i>Exploring the role of simulation potential for simulation in the development of future foresight leadership skills for healthcare professionals.</i> https://eu.eventscloud.com/website/14191/programme-9/</p> <p>The 10th International Clinical Skills Conference, May 2025, Prato, Italy - Multiple workshops & Session chair - see details - https://internationalclinicalskillsconference.com/programme</p> <p>NES Annual Conference, April 2025 – Workshop - Empowering Poverty Sensitivity Practice in Education: Building equitable learning environments.</p> <p>Association of Simulated Practice in Healthcare (ASPiH) Annual Conference, November 2024, Edinburgh, Scotland - Workshop - <i>Is the ‘P’ in ‘IPE’ problematic? Exploring the impact of profession in interprofessional simulation-based education.</i></p> <p>The Rogano Meeting at AMEE Basel, August 2024 - Dilemmas Presentation - represented by Joanne Kerins - PhD candidate, Supervisor - S. Somerville.</p> <p>The Sim Summit, The Scottish Centre for Simulation & Human Factors, Forth Valley Hospital, Larbert, July 2024 - Oral presentations: 1) <i>Exploring mobile (distance) simulation-based education in remote and rural communities in Scotland using realist research methods</i> A NES funded PhD study & 2) <i>Uncovering the sociomaterial entanglements of simulation</i>, A SMERC funded research study.</p> <p>The Society for Simulation in Europe (SESAM) 29th Annual meeting, June 2024, Prague, Czech Republic - Workshop - <i>Literature Reviews: choices, choices, choices.</i></p> <p>The Scottish SIMposium, Edinburgh, June 2024, E-poster presentation - <i>Exploring the implementation of interprofessional simulation education in Africa: A scoping review.</i></p>

	<p>NHS Education for Scotland (NES), Annual Virtual/Edinburgh Conference, April 2024 - Workshop - <i>Balancing Compassion and Technology: strategies for building a sustainable and skilled healthcare workforce.</i></p> <p>Association of Simulated Practice in Healthcare (ASPiH) Annual Conference, November 2023, Brighton, England - Workshop: <i>Performance under pressure - Designing simulation with and for authentic challenges.</i> E-poster presentation - <i>So many moving parts: Simulation as part of a complex and entangled puzzle.</i></p> <p>AMEE Conference, August 2023, Glasgow, Scotland – Workshop - <i>Exploring the aspirations, benefits, challenges and solutions of international collaborative practices.</i></p> <p>The Society for Simulation in Europe (SESAM) 28th Annual meeting, June 2023, Lisbon, Portugal. Oral presentation - <i>Using realist research and theory to explore complexity in simulation programme implementation.</i> Workshop - <i>Performance under pressure – designing authentic simulation to prepare learners for stress rather than cause simulation induced stress.</i></p> <p>The 9th international clinical skills conference, May 2023, Prato, Italy - Workshop: - <i>Playing Hide and Seek with Learning or being transparent with Intended Learning Outcomes as a function of psychological safety in simulation-based education.</i></p>
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