

consolidate the fundamental skills required to be confident and competent in their future roles [2].

We are currently awaiting formalised evaluation from a partnering university who undertook pre- and post-evaluation from all 'players'. Immediate feedback included the students using language such as 'empowered', 'empathy', 'unity', and 'team spirit' to describe their experiences. Furthermore, the students identified that the exercise had high-fidelity and enabled them to embark on interprofessional learning to test not only their physical skills but also their emotional intelligence.

Conclusion: Following the success of SIMEX 2022, discussions surrounding SIMEX 2023 have commenced and it is hoped the event will expand to a larger number of students across the Faculty, in line with Nursing and Midwifery Council Standards [3].

REFERENCES

1. The Simex Series Disaster & Emergency Response Exercise. <https://thesimexseries.org/> [Accessed on 19/06/2022]
2. Nursing and Midwifery Council (2018) Standards of proficiency for registered nurses. <https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/>
3. Nursing and Midwifery.(2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing. associates <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf> [Accessed on 1/06/2022]

USING EXPERIENTIAL-BASED SIMULATION LEARNING TO DEVELOP ADULT NURSING STUDENTS' COMMUNICATION SKILLS TO SUPPORT PRACTICE

Ursula Rolfe¹, Carrie Hamilton², Anna Thame², Sara White¹, Nikki Glendenning¹; ¹Bournemouth University, Bournemouth, United Kingdom, ²SimComm Academy Ltd, Southampton, England

10.54531/KAJD6909

Background: In the light of the practice placement limitations due to COVID-19, the Faculty Practice Simulation Group at a University in South West England, commissioned a pilot programme of simulated practice components for 200 second year adult nursing students over five consecutive days. The aim was to support the development of communication skills required by the Nursing and Midwifery Council Standards [1].

Methods: In partnership with an external communication skills organisation, the University provided each student with 37 hours of simulated practice placement, focused on communication skills through participative simulation with simulated patients (SPs) in bespoke, authentic scenarios. This included facilitated participation, structured live feedback from SPs, discussion with students, debriefing and reflection according to ASPIH guidelines for best practice in simulation [2]. Scenarios were designed to challenge and explore the range of skills required in Annex A of the Standards [1], at a level expected of first year students. Learning outcomes included the development of caring conversation techniques, patient management and colleague communication in multiple, varied situations. Students interacted with SPs and relatives who reflected diverse characteristics and ages, and a range of physical and mental health challenges. Students also interacted with simulated colleagues in a variety of professional situations. 106 students completed feedback questionnaires consisting of 41 5-point Likert items, before and after their sessions.

Results: Facilitators noted that students described the simulation as a meaningful learning opportunity which allowed them to explore and develop their communication skills and better prepared them for the practice element of their degree. They also noted that students said they preferred simulation as it gave them time to stop and think and to get advice and ideas from their colleagues. This was particularly so in 'breaking bad news' scenarios as most had never had to approach this and appreciated the opportunity to consider and practise their response. Consequently, students stated that simulation would have been even more beneficial had it been timed prior to attending practice placement. Facilitators observed the improvement in communication skills was in student's confidence and their awareness and sensitivity, particularly in complex multi-factorial situations. Evaluations for the programme have yet to be analysed.

Conclusion: Experiential learning through simulation-based education with SPs provides a powerful approach, offering a safe and supportive environment, which avoids unsafe situations and enables students to effectively practise and prepare for real world experiences.

REFERENCES

1. Nursing and Midwifery Council, Standards of Proficiency for registered nurses. <https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/> [Accessed on 21/06/2022]
2. Simulation-Based Education in Healthcare. 2016. Standards Framework and Guidance. Association for simulated practice in healthcare (ASPIH) standards for simulation-based education. <https://aspih.org.uk/standards-framework-for-sbe/> [Accessed on 21/06/2022]

TRUE DISTANCE LEARNING – AN EVALUATION OF A VIRTUAL SIMULATED PLACEMENT (VSP) FOR INDONESIAN NURSING STUDENTS

Abigail Green¹, Andy Winter¹, Natasha Taylor¹; ¹Coventry University, Coventry, United Kingdom

10.54531/ILMV1269

Background: VSP uses browser-based virtual environments to simulate life-like and challenging clinical scenarios. They are an innovative and creative way to develop proficiency capabilities of healthcare professionals as an adjunct to their studies and practice placement. Evidence suggests that a simulated environment can better equip nursing and allied health professional students for practice [1–3]. The concept of VSP may have been brought forward by the COVID-19 pandemic but was inevitable with the increasing access to technology-enhanced learning and the emerging evidence of its benefit.

Methods: This VSP was a collaboration between UK simulationists and Indonesian academics with a two-month deadline. Work was completed online using videoconferencing and translation services, the evaluation (with ethical approval) was completed using a JISC online survey in March 2022. The Indonesia VSP consists of four patient scenarios, one scenario from each of the fields of children and young people, adult, mental health and learning disability nursing and is set within the emergency department and is aimed at learners in their final year of a nursing programme in Indonesia. The Indonesia VSP scenarios were designed in line with the UK Nursing and Midwifery Council (NMC) proficiencies and the Indonesian equivalents and were designed based on clinical scenarios that are not commonly seen in clinical practice or may be particularly challenging to enhance learners' skills