

online simulated learning programme helped students feel more prepared for their final placement in practice before qualifying.

Methods: 19 final year mental health nursing students participated in a one-day online simulated learning environment programme which focused on difficult conversations and complex communication scenarios, in partnership with an external organisation. It focused on introducing a bespoke context to develop clinically relevant skills, knowledge, and experience, complementing the range of clinical placements opportunities required by the nurses training curriculum. They were then asked to complete the Human Factor Skills for Healthcare Instrument [3].

Findings: Participants showed a 7% increase in confidence in Human Factors Skills measured by the Human Factors Skills for Healthcare Instrument from their pre-course (M=93.54) and post-course (M=102.27) scores. Participants also showed a 9% increase in scores in the course specific questions relating to the learning objectives from their pre-course (M=50.86) and post-course (M=57.15) scores. We were unable to conduct paired samples t-tests due to the limited number of participants completing both the pre- and post-evaluation survey. Lastly, 100% of participants responded that they would recommend this course to others.

Conclusion: The course is a novel and innovative training method for providing clinical experience to undergraduate nursing students to develop relevant skills and knowledge that complement their placements. The findings demonstrate that participants achieved a variety of learning outcomes including improved confidence in human factors skills and improved confidence across the learning objectives, covering de-escalation skills, working in a multidisciplinary team, identifying mental illness presentation, handover, and referral among other skills. This raft of benefits following training are likely to have a positive impact on interactions with service users or those experiencing mental illness, although further research into this impact would be of great interest.

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'WE ARE THE (SIMULATION) CHAMPIONS – EVALUATING THE ROLE OF SIMULATION CHAMPIONS TO ENRICH THE DIVERSITY OF SIMULATION PRACTICE PLACEMENTS WITHIN HIGHER EDUCATION INSTITUTIONS UNDERGRADUATE HEALTHCARE PROGRAMMES'

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Background: Due to the COVID-19 pandemic, there has been a significant impact on undergraduate healthcare practice placement education [1]. In response, the Scottish Government, committed to ensuring Adult and Mental Health

Nursing, Midwifery, and Paramedic Science students have adequate provision to student placements, awarded Higher Education Institutions (HEIs) funding to develop simulation placements. Within our HEI a Clinical Skills and Simulation Team (CSST) has been created comprising 3 Lecturers, a Simulation Technician, and a Digital Technologist. The team then built a Simulation Champions group (n=30) through fostering working relationships, to help promote simulation-based education (SBE) pedagogy across the HEI. The purpose of this study is to explore whether creating a simulation champions group has any impact on the delivery of simulated practice placements within undergraduate healthcare programmes.

Methods: The Simulation Champions are a diverse group comprised of internal academic faculty and external National Health Service (NHS) partners (such as practice education facilitators) who are passionate educators in SBE. Each external partner has a contact within the HEI, aligned to their area of clinical expertise. Through an agreed Terms of Reference, their aim is to enhance, resource, and assist the delivery of high-quality, high-fidelity simulation placements to students by working collaboratively in line with the relevant professional body standards and proficiencies [2]. The CSST oversee the Simulation Champions, providing strategic direction, leadership, following the HEI strategy [3], and support the delivery of Simulation Placements. The group meets every quarter to discuss simulation practices, explore Continuous Professional Development (CPD) opportunities, and share knowledge and learning. The impact of this team will be measured through staff and student reflection using a framework to objectively analyse scenario diversity, achievement of learning outcomes, and alignment to professional body proficiencies.

Results: Following ethical approval, a group of Year 1 Adult Nursing students (n=60) will have completed a 40-hour Simulated Practice Placement designed and delivered by Simulation Champions (n=10).

Conclusion: This study will then evaluate and conclude whether there is a need to create and develop a diverse, multi-professional Simulation Champions Group before successful Simulated Practice Placements can be achieved. It will also help determine if securing strong working relationships ensures a smooth transfer of knowledge and skills from clinical practice to the simulation setting within a HEI, and if all of this enhances the student experience.

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