

simulation programme to help refugee doctors in Wales to pass the practical examinations required for GMC registration and to prepare them for practice in the UK.

Activity: We have held a pilot simulation day open to refugee doctors in Wales, using existing simulation facilities used for NHS and medical school teaching. The day consists of a combination of practical procedure practice (e.g. cannulation or basic airway management) and simulation-based scenarios (e.g. anaphylaxis or the acutely unwell patient). Scenarios are designed to reflect likely examination topics in their examination and situations that a Foundation doctor might likely encounter. Scenarios were run using a high-fidelity simulation environment. Practical procedure workshops used low fidelity part-task trainers, allowing opportunity for the group to familiarise themselves with common procedures. The day was open to all refugee doctors in Wales, not just those about to sit the Objective Structured Clinical Examination part of the PLAB examination.

Findings: Feedback from the doctors has been extremely positive, with requests for more regular teaching. Feedback shows that attendees feel more confident not only working towards their examinations, but of being able to practise in UK hospitals. Additionally, they feel simulation-based training improves English language skills as well as practical skills.

Discussion: This course provides for a previous gap in the support given to refugee doctors in Wales, allowing theoretical concepts to be put into practice. Feedback suggests that simulation also has a role to play in consolidating and expanding medical English. We are thus designing a simulation programme open to Welsh refugee doctors with clinical practice and language development as learning objectives.

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CLINICAL SIMULATION COURSE FOR NURSE ASSOCIATES

João Rema¹, Marija Stracac², Marta Ortega³, Emma Baxey³, Claire Tilley³, Anita Bignell³, Megan Fisher³; ¹*Centro Hospitalar Universitário Lisboa Norte, Faculdade de Medicina da Universidade de Lisboa, Lisbon, Portugal*, ²*Ivo Pedisic General Hospital, Sisak, Croatia*, ³*South London and Maudsley NHS Foundation Trust, London, United Kingdom*

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Introduction: The role of the nurse associate, despite being a relatively new one [1], faces several challenges regarding hands-on clinical care. The Clinical Simulation Course for Nurse Associates (NA) was developed as a new one-day simulation course aimed at Nurse associates delivering clinical care to provide them an opportunity to enhance their skills. The course's main goals are to increase knowledge and confidence in applying a range of skills including assessment and management of risk, teamwork and professional collaboration, effective communication and de-escalation skills, and most importantly the role of human factors in delivering effective patient care in a range of clinical settings.

Participants were involved in a series of four scenarios using professional actors, followed by debriefing and a didactic presentation on scenario-specific topics.

Methods: The participants were asked to complete two scales, pre- and post-course: (1) the Human Factor Skills for Healthcare Instrument (HFSHI) [2], measuring self-efficacy in human factors skills, and (2) a scale developed for this study, the Course Specific Question Scale (CSQ), to measure changes in knowledge, skills, and confidence on course-specific learning objectives.

Results: Paired samples t-tests were conducted to analyze the difference in ratings between the pre- and post-course questionnaires. Scores on the HFSHI showed a significant increase (M=92.23) and post-course (M=108.81), $t(12)=4.50$, $p<.001$, 95% CI [0.500, 1.968], with an effect size of $d=1.25$. Scores on the CSQ did show statically significant increase between the pre- (M=37.92) and post-course (M=42.25) $t(11)=3.096$, $p=.01$, 95% CI [0.204, 1.555], with an effect size of $d=0.89$.

Conclusion: The innovative Clinical Simulation Course for Nurse Associates course is effective in improving knowledge and confidence to help Nurse Associates deal with patients in clinical settings. These results demonstrate benefit in widespread areas such as improving interpersonal and de-escalation skills, recognition of and response to domestic abuse victims and escalation of safeguarding concerns, collaborating across the multidisciplinary teams, being aware of the role of the confidentiality policies in patient safety, using effective communications skills to engage with patients regarding improvement of physical and mental health, and understanding the role of human factors in delivery effective care to patients. Hence, this course can complement future placements and other educational settings to provide valuable clinical experience and prepare NA for their role.

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REGISTRAR READY DAY FOR PAEDIATRIC TRAINEES: SIMULATION TO EDUCATE, ENLIGHTEN, AND EMPOWER

Elizabeth McLellan¹, Nathaniel Jansen²; ¹*Great North Children's Hospital, Newcastle Upon Tyne, United Kingdom*, ²*Northumbria Specialist Emergency Care Hospital, Cramlington, United Kingdom*

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Background: The Registrar Ready days have been running within the Paediatrics speciality in our Deanery for several years. They are aimed at trainees at ST2-3 who are stepping up to the second on-call rota. It is a simulation-based course which aims to help trainees learn in a constructive and safe environment what being the 'Paediatric Registrar on-call' may feel like. The scenarios cover a variety of aspects of the Paediatric on-call including critical thinking and decision-making, dealing with difficult patients, communication, and leadership skills. Each candidate will experience the opportunity to lead a scenario with sufficient time for debriefing and self-reflection with a supportive faculty. The aim of the day is to build self-confidence and ability, whilst