



Figure 1. The SCOOP Course

The SCOOP Course: Patient Safety Improvements Through Multi-Disciplinary Simulation and Discourse

### Figure 1: Illustration of the SCOOP course

**Conclusion:** The value of this format is shown in the results above and in the actions of the attendees during/after the course. Group discussions allowed attendees to raise specific departmental or institutional factors impacting SCOOP implementation allowing faculty to raise issues directly to clinical leaders and Trust management. Team leaders attending felt motivated to check their local clinical environments and teach others. The course inspired an attendee to lead tea-trolley for their colleagues who had been unable to attend. This course format could be considered nationally by centres looking to improve patient safety.

### REFERENCES

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### NURSING AND MEDICAL STUDENTS' ASSESSMENT OF TEAMWORKING AND COMMUNICATION DURING AN INTERPROFESSIONAL SIMULATION EDUCATION (IPSE) COLLABORATION

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**Background:** There is increasing recognition of the importance of interprofessional teamwork for enhancing patient care [1]. Undergraduate programmes of education in medicine and nursing are fundamental to developing these

skills and interprofessional simulation education (IPSE) has been found to be an effective way of improving decision-making, team cohesiveness, and collaboration [2]. Two Higher Education Institutions in the Northeast of England collaborated on an IPSE event involving 340 final year nursing and medical students. This research aimed to explore the effectiveness of IPSE in improving teamwork and enhancing communication using peer assessment.

**Methods:** During a five-day IPSE event in February 2022, each student rotated through four scenarios of acutely deteriorating patients. The students were randomly selected to one of four groups consisting of ~4–6 nursing and 1–2 medical students. Within each scenario 2 nurses and 1 doctor actively participated while the remaining group members observed via live video feed. Across the five days 140 students (41%) completed an amended version of the Performance Assessment for Communication and Teamwork (PACT) novice observer form [3] to rate team functioning on a Likert scale from 1–5 on five skills domains: Team Structure, Leadership, Situation Monitoring, Mutual Support, and Communication. Pooled individual ratings and scores between professional groups (nursing and medical) were used to perform repeated measure ANOVAs to explore the impact of repeated scenarios. **Results:** Pooled individual ratings: A statistically significant progressive increase was found in the five teamworking elements: Team Structure ( $F=9.97$ ,  $p<.001$ ), Leadership ( $F=6.71$ ,  $p<.001$ ), Situation Monitoring ( $F=3.56$ ,  $p=.020$ ), Mutual Support ( $F=9.67$ ,  $p<.001$ ), Communication ( $F=9.85$ ,  $p<.001$ ).

Professional Group (medical and nursing) ratings: A statistically significant progressive increase was also found: Team Structure ( $F=9.97$ ,  $p<.001$ ), Leadership ( $F=6.71$ ,  $p<.001$ ), Situation Monitoring ( $F=9.67$ ,  $p<.001$ ), Mutual Support ( $F=9.97$ ,  $p<.001$ ), Communication ( $F=9.85$ ,  $p<.001$ ).

**Conclusion:** Using peer assessment to explore team working during IPSE, this study demonstrates a significant increase in scores in the five skills domains. The results suggest that incorporating IPSE into undergraduate medical and nursing curriculums can be an effective way for students to develop and enhance teamworking and communication which is a key component of safe and effective clinical practice and patient care.

### REFERENCES

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### USE OF PRE-RECORDED EDUCATIONAL INTERVENTIONS IN A POSTGRADUATE CERTIFICATE IN HEALTHCARE EDUCATION

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**Background:** Starting a new hospital and university partnership Postgraduate Certificate in Healthcare Education (first cohort 2020) during a global pandemic has proven