

IN PRACTICE

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ENHANCING HEALTHCARE TEAMS' CONFIDENCE AND COLLABORATION IN CARING FOR CRITICALLY UNWELL CHILDREN: AN INTERPROFESSIONAL SIMULATION-BASED EDUCATION APPROACH

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Introduction: Effective management of critically unwell children demands seamless interprofessional collaboration, rapid clinical decision-making, and a high degree of confidence among healthcare providers. However, many professionals across disciplines report low self-efficacy in paediatric emergencies, due to limited exposure and lack of interprofessional training opportunities outside paediatric tertiary centres [1].

Methods: This abstract outlines the development, facilitation, and outcomes of a targeted interprofessional simulation-based education (IPSE) course. Designed to enhance confidence and competence in managing acutely unwell paediatric patients, the course, delivered over one day and attended by a range of candidates from differing disciplines across the trust including Nurses, Critical Care Doctors, Emergency Doctors, Anaesthetist and Operating Department Practitioners. The course was designed using a learner-centred approach blending different strategies of teaching to encourage interaction and engagement among the candidates. The learning objectives were informed by current paediatric emergency guidelines, institutional training needs, and participant feedback from previous sessions. The course combined skills stations prior to facilitating three high-fidelity simulation scenarios, with structured debriefing and reflective practice discussions. Scenarios included paediatric sepsis, status epilepticus and infant respiratory failure. Facilitators, emphasised teamwork, communication, clinical skills and clinical decision-making under pressure.

Results: Pre- and post-course surveys assessed participant confidence, while qualitative feedback captured candidates' attitudes to the importance of IPSE. Results showed a statistically significant improvement in self-reported confidence across all professional groups.

Discussion: The candidates highlighted the value of learning alongside other disciplines, noting improved understanding of each other's roles and enhanced trust in collaborative care delivery. Key challenges in course facilitation included coordinating multi-disciplinary attendance and ensuring equitable engagement across roles during scenarios. These were addressed through role modelling of the inter-professional faculty, careful scenario design and use of inclusive language. This course demonstrates that well-structured interprofessional simulation can significantly enhance healthcare professionals' confidence in managing the care of the critically unwell child. We advocate for the integration of IPSE into routine paediatric emergency training curricula to foster confident, collaborative, and competent healthcare teams.

Ethics Statement: As the submitting author, I can confirm that all relevant ethical standards of research and dissemination have been met. Additionally, I can confirm that the necessary ethical approval has been obtained, where applicable.

REFERENCES

1. World Health Organization. Framework for action on interprofessional education and collaborative practice. Geneva: World Health Organization; 2010.