

ORIGINAL RESEARCH

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**CO-DESIGNING INTERDISCIPLINARY
SIMULATION FOR POST-GRADUATE
EDUCATION IN CARDIORESPIRATORY CARE**

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Introduction: Ireland's clinical education capacity for health and social care faces pressure, exacerbated by a 33% vacancy rate across healthcare profession posts. With the government aiming to increase healthcare students in the education

system there is a need for innovative clinical education models.

Study Aim: The aim of this project was to co-design technology assisted interdisciplinary learning and simulation, with key stakeholders, to improve sustainable clinical education.

Methods: A World Cafe methodology was used to co-design interdisciplinary simulation education for graduate entry physiotherapists, dieticians and graduate nurses specialising in cardiology. This was achieved with students from each discipline, patients, academics, clinicians and educational technologists. Three key themes emerged: (1) The Importance of communication, (2) Straight forward information sharing, (3) A Patient-Centred approach. These themes underpinned the development of two simulation scenarios. The simulations were rolled out and evaluated using the Simulation Effectiveness Tool (SET) [1] and the Interprofessional Collaborative Competencies Attainment Survey (ICCAS) [2].

Results: Seventy students participated in small interdisciplinary groups (25 graduate entry physiotherapy students, 24 Graduate entry dieticians and 21 Cardiac Care Nurses). Fifty-five students responded to SET. The key findings are as follows: 89% (49) of students strongly agreed they were better prepared to respond to changes in their patients' conditions based on the simulation scenario, with 82% (45) of the students strongly agreeing they felt more confident in communicating with their patient. 48 (87%) students strongly agreed the debriefing session provided opportunities to self-reflect on their performance during the simulation.

Fifty students responded to ICCAS. The following key findings were noted, before participating in the simulation only 17% (9) of students felt very confident they were able to address team conflict in a respectful manner, whereas 68% (34) felt very confident post-simulation. Before participating 40% (21) of students strongly agreed they were able to actively listen to the perspectives of interprofessional (IP) team members, compared to 84% (46) after the simulation. 70% (35) of the students felt very confident using an IP team approach to assess the patient's health situation, compared to only 13.5% (7) prior the simulation.

Discussion: The findings of this interdisciplinary simulation project illustrate that students achieved the learning outcomes identified for this module which were: creating a better understanding of roles and responsibilities of colleagues; empowering students to navigate and negotiate the clinical setting while working effectively with other disciplines to improve patient care and improving student knowledge and understanding of patient care.

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

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