

The participants were all at varying levels of training and roles from Advanced Practitioners, Nurses, Senior and Junior Clinical Fellows. Nursing teams would be asked to do an initial assessment of a high-fidelity manikin, refer to their seniors and slowly the full medical team would be involved in handling the patient's care.

Once all scenarios were completed, we collected one minute feedback forms from all participants which investigated how our simulation differed from traditional simulation provided in their training, what they learnt for their own clinical practice and the roles of other professions.

Results: Out of the ten candidates, only two of them had previous simulation experience. They reported that the simulation blended acute scenarios well with hospital pathways and therefore felt realistic to their practice. Other comments praised the interactive elements and covering different hospital protocols.

Candidates received specific personal learning objectives tied to individual learning, but a highlight was that eight out of ten (80%) candidates felt that this learning improved their teamworking and leadership skills in emergency situations, with emphasis on communication between members of the team, their expertise and limitations.

Discussion: High-fidelity multi-professional simulation enhanced awareness of team members' roles and collaborative dynamics. Participants reported improvements in communication and confidence in emergency care delivery.

Broader implementation and further evaluation are needed to assess its impact across different healthcare settings.

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.

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INVESTIGATING THE UTILITY OF HIGH-FIDELITY MULTI PROFESSIONAL SIMULATION FOR MANAGEMENT OF ACUTE SCENARIOS

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Introduction: This teaching simulation aims to improve the team working and leadership skills of different members of the medical team in an acute scenario and allows them to understand the direct roles of each individual team member.

Objectives: To assess the effectiveness and value of multi-professional simulation in increasing the awareness of roles within an interprofessional setting. To assess if multi-professional simulation increases confidence levels when managing emergency scenarios in a team-based setting.

Methods: The simulation consisted of six varied emergency scenarios common to the Accident and Emergency department, where the scenario would involve care of Addisonian Crises, Euglycaemic Diabetic Ketoacidosis, ACS leading into Heart Block etc.