

# Multi-professional Students: Learning Together Through Simulation

Multi-professional clinical educators co-ordinated a simulation based learning event for students from five different clinical disciplines. Students acknowledged that previously they had limited opportunities to learn with other students and appreciated that this simulation experience gave them the chance to learn experientially and gain valuable skills alongside their multi-professional student colleagues.



## Aims and Objectives

We introduced a simulation learning event to a group of multi-professional students. We anticipated this experience would help students:

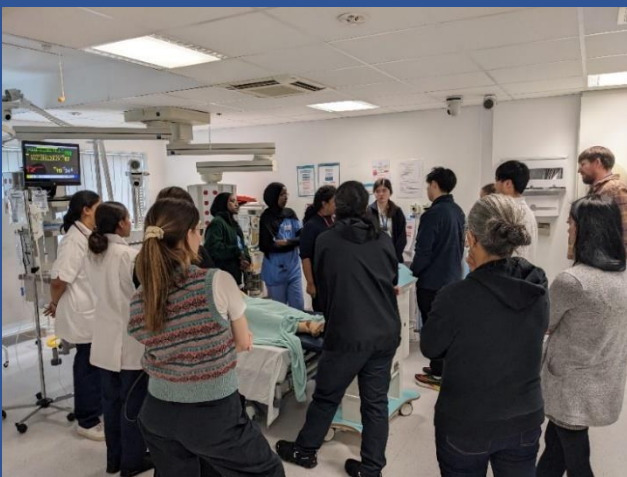
- Gain increased awareness of generic clinical skills.
- Improve communication skills, particularly with students from other disciplines.
- Practise teamwork and collaboration skills, and develop leadership skills.

Our aim was to provide an opportunity for interprofessional education as an experience that “occurs when students from two or more professions learn about, from, and with each other” (1).



## Method

Medical and AHP students attended a simulation learning event and received an overview of common clinical assessment techniques and an explanation of clinical simulation. They were invited to participate in a simulation scenario using a high fidelity patient simulator. Over the course of the ten minute simulation, the patient deteriorated and students worked together to plan how to respond. The following facilitated group feedback allowed the students to comment on their observations, including behaviour and interpersonal communication and reflect on practice.



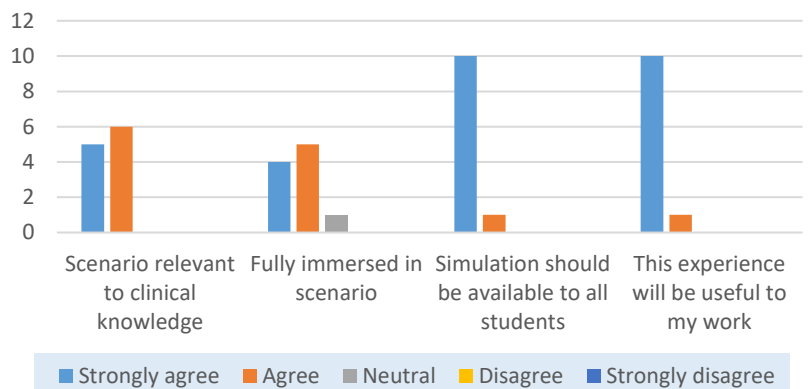
## Results and Evaluation

Every student reported that simulation provided a fun and engaging way to learn and this was beneficial to their training. As well as developing their understanding of differences and similarities between disciplines, it enabled them to understand why and how individual students had taken up leadership positions. A pre-simulation questionnaire found that prior to the learning experience most students had not worked with students from other disciplines and had only accessed simulation via their university. The post simulation evaluation was highly positive with students reporting that this learning experience should be available to all students as was useful to their work and the development of interpersonal skills. All reported that they would reflect on the experience further.

## Next Steps

Although acknowledged as a worthwhile learning event by participating students, this simulation trial requires additional planning and input to be routinely embedded and sustained within the portfolio of learning opportunities. The views of stakeholders, including universities, could be considered and thought given as to what point on the training pathway and in which service, a clinical simulation education learning event would be a useful addition to practice based learning.

## Post Simulation Evaluation



“Put me on the spot and tested my communication”

“Challenged my critical thinking and implementation with real life patients”