

Creating an Interprofessional Simulation Team

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Aim: To develop and evaluate a structured learning and mentoring approach for new faculty members within a simulation team.

Methods: A part-time interprofessional simulation team was established in NHSGGC during 2023 for a two-year secondment. A structured self-development pathway, featuring a buddy system and an e-induction workbook, supported the new members throughout their first year. After 12 months, participants provided feedback through an anonymous Microsoft Teams form with a mix of Likert scale and free-text questions.

Results (n=7): 100% strongly agreed felt welcomed and professionally supported. Additionally, 71% strongly agreed that the e-booklet and buddy system effectively prepared them for their roles, while 57% strongly agreed that the onboarding process prepared them for their positions. Positive feedback supports the continuation of this approach, with suggestions for improvement noted.

Contributing thanks: Andrea Lauder, Catherine Cameron, Gail McCulloch, Mairi Ward, David McCrimmon, Lee Wootton and Neil McGowan.

References:
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2. Steinert Y. Learning together to teach together: Interprofessional education and faculty development. Journal of Interprofessional Care. 2005 May; 19 (1) 60-75.

Background

Interprofessional teamwork is crucial for delivering high-quality, person-centred care. Similarly, effective healthcare simulation depends on the expertise of interprofessional simulation educators. Although faculty development courses, particularly in debriefing ⁽¹⁾ and individual performance ⁽²⁾, are increasingly emphasised, there is a notable gap in the literature on creating interprofessional simulation teams at a foundational level.



The Team

Between May and August 2023, seven part-time simulation educators were recruited for a two-year secondment, including a Pharmacist, a Midwife, and Nurses from various specialties (Mental Health, Learning Disability, Paediatric, and Adult).

Structured Approach

Recognising the diverse learning needs of adult learners, a structured pathway was introduced to promote self-development rather than impose mandatory training. In their first 12 months, new team members followed a flexible induction programme, paired with a 'buddy' mentor for initial and optional 3-monthly catch-ups to discuss roles, agree on learning plans, and support development. The term 'buddy' aimed to foster a friendly, approachable relationship and minimise hierarchical structures.

An e-induction workbook tracked progress, covering mandatory training, course attendance, and participation in eight CPD simulation workshops. Key learning resources, such as debriefing models, articles, and videos on non-technical skills, were included. Additionally, an e-poster with photos and bios of the wider simulation team aided integration.



Evaluations (n=7)

Q1 That they felt welcomed by the simulation team upon joining. 100% strongly agree.

- “The team was friendly, welcoming, and seemed happy to have new faculty on board. Even when I felt I had made mistakes, the faculty turned it into a positive, which is a real skill and boosted my confidence”.

Q2 The initial onboarding process effectively prepared me. 57% strongly agree, 43% agree.

- “Simulation is a completely different role from my permanent post, and I appreciated the orientation process, which helped me settle into this role.”
- “The initial orientation felt rushed. A bit more time could have been spent on responsibilities... Also, considering a person’s working background, the level of support needed may vary slightly.”

Q3 The Simulation Educator Induction and Training workbook was useful in preparing me for my role. 71% strongly agree, 29% agree

- “It was useful to identify my objectives, and later, when I met with my buddy, I had achieved them. It kept me on track and helped me appreciate the achievements I had made.”

Q4 The buddying system support I received during my first year was adequate and helpful. 71% strongly agree, 29% agree.

- “It was good to know I had a named person I could contact if required”
- “I only officially met with my buddy once. I knew they were approachable if I needed help with anything, but more check-ins might have been useful. This was perhaps my responsibility to organize, but I’m not sure how much guidance was given to buddies on what they were expected to do.”

Q5 The teamwork and collaboration within the simulation team is supportive and conducive to my professional growth. 100% strongly agree.

- “I feel I have a wider understanding of other roles within the Multidisciplinary Team (MDT), and it has been really helpful in reducing hierarchy.”



Building a Sustainable Simulation Team:

Recruitment: Since summer 2023, three faculty members have left for reasons such as relocation and career advancement. Exit conversations indicated that they valued the development opportunities provided, which are expected to benefit their future careers. By the end of 2024, three new members are anticipated to join.

Retention: Ensure secondment viability by allowing flexible working practices, such as reduced hours and variable shifts, to balance team members’ substantive roles with the delivery of simulation courses.

Ongoing Development: Enhance the induction process based on evaluation comments, develop a buddying checklist to support new mentors, and maintain recruitment strategies to attract multi-professionals to the team. Beyond the initial 12-month buddying programme, annual progress reviews will foster continuous development.

