

SIMULATION-BASED INTERPROFESSIONAL EDUCATION FOR STUDENTS IN A RURAL TEACHING HUB: DOES IT ENHANCE COLLABORATIVE COMPETENCIES?

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INTRODUCTION

Inter professional Education (IPE) is an essential approach for preparing future healthcare professionals to collaborate effectively in complex clinical environments. Despite known benefits, research and opportunities for structured IPE remain limited in rural settings¹.

Our nursing and medical education teams collaborated to pilot a locally delivered, simulation-based IPE programme for final-year medical (n=2) and nursing (n=3) students, and a Foundation Year Trainee pharmacist (n=1) in a rural placement hub.

METHODS

A mixed-methods feasibility pilot was conducted involving 6 health professions students. Participants completed pre and post intervention self-assessments using the Inter professional Collaborative Competencies Attainment Survey (ICCAS)².

The intervention comprised two high-fidelity simulation scenarios with structured debriefs, led by a trained multi professional faculty. Data underwent thematic analysis, with peer review of themes.

CONCLUSION

Simulation-based IPE is both feasible and impactful in a rural placement hub, enhancing collaborative competencies and fostering positive attitudes toward interprofessional practice. Findings support the development of a structured IPE package incorporating asynchronous and simulation-based learning. Future research should explore the deliverability of IPE in rural Scotland, and its impact on workforce intentions for remote and rural clinical practice.

REFERENCES

1. Nandakumaran, N. et al. (2025) 'A mixed methods systematic review of interprofessional education and collaborative practice in rural healthcare settings', *Journal of Interprofessional Care*, DOI:10.1080/13561820.2025.2538083.
2. Archibald, D., Trumppower, D., and MacDonald, C.J. (2014) 'Validity of the interprofessional collaborative competency attainment survey (ICCAS)', *Journal of Interprofessional Care*, 28(6). DOI:10.3109/13561820.2014.917407.



RESULTS

Significant improvements were observed in self-reported attainment of key competency domains: communication (+1), collaboration (+1.5), and understanding of roles and responsibilities (+1) (Figure). Self-assessed outcomes in patient-centred approach and team functioning were positive. Qualitative findings highlighted a strong appreciation for teamwork, realism of the simulation environment, and opportunities to apply theoretical knowledge. Students expressed a strong desire for more IPE integration within curricula.

Challenges included participant orientation to the simulated setting and scheduling constraints. Faculty delivery was feasible within existing teaching commitments.

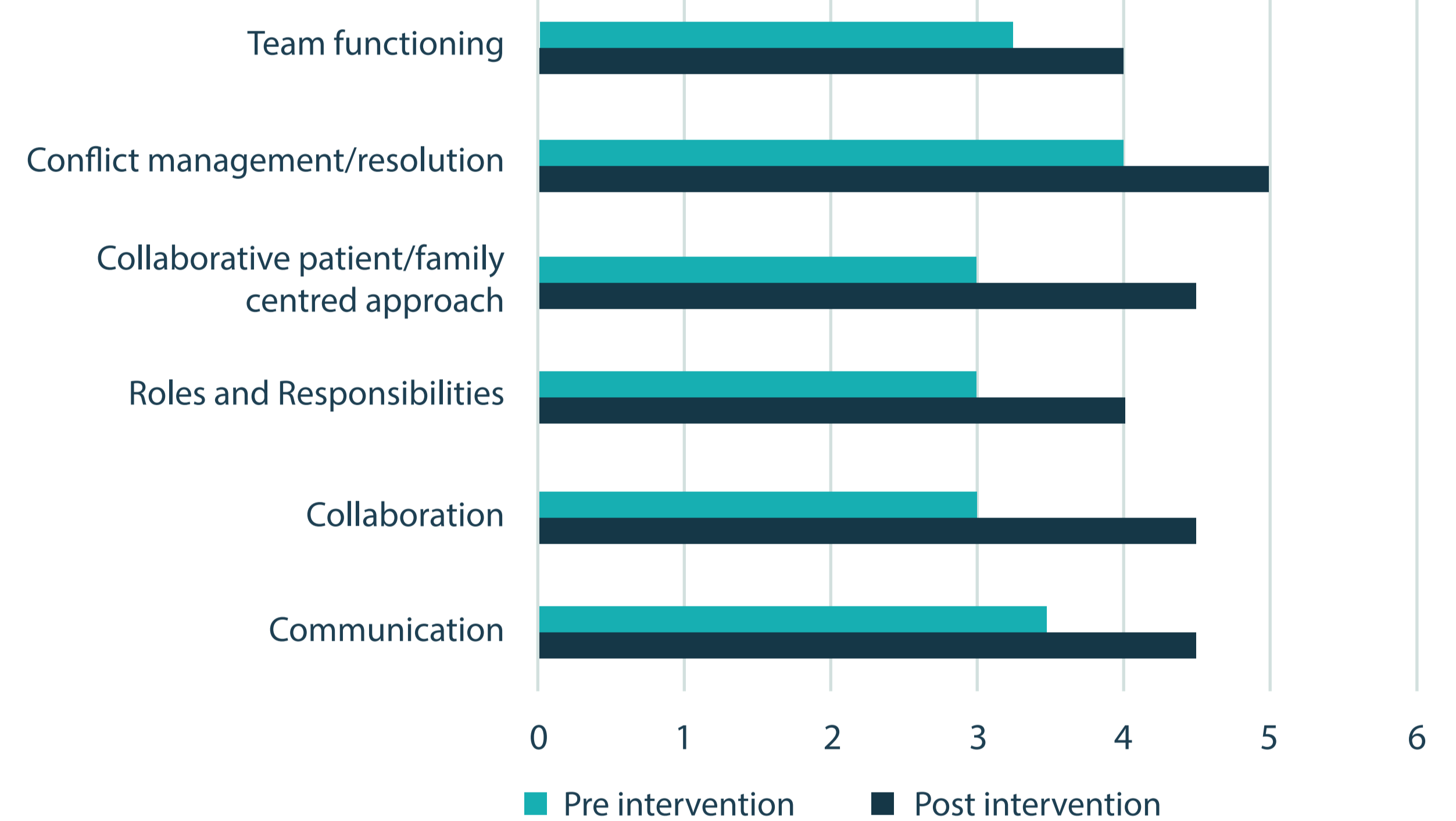


Figure: Median self-assessed ICCAS scores by category



I wish that they integrated this more into the pharmacy degree because this being like my first one, it was quite an eye opener. And I feel like I would have really benefited from it earlier on as well.
(Pharmacy Student).



I do hope for the younger medics that this is brought to life as part of our degree at what at one point in their future careers like honestly, it was so worth it.
(Medical Student).



I'd like to see more of these kind of simulations throughout training, because it was such a nice experience. You know, it was such a kind of confidence booster.
(Adult Nursing Student).