

## IN PRACTICE

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# THE BENEFITS OF CO-CREATION TO ENABLE STUDENT NURSES TO DEVELOP COMPLEX COMMUNICATION SIMULATIONS WHICH ADDRESS IDENTIFIED LEARNING NEEDS

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**Introduction:** Simulation has been widely adopted in healthcare education. Traditionally, the design of simulations was through a hierarchical approach where experts contributed to the development of content and assessment processes. Whilst this has proved to be a reliable method, the effectiveness from the perspective of students has rarely been examined [1].

A growing body of literature highlights the benefits of co-creation in nurse education, which include improvements to learning, skills development, and patient centred practice through increasing students' self-awareness and confidence [2]. This study reports the benefits of co-creation in enabling student nurses to address identified learning needs within a simulated environment.

**Methods:** A survey, which utilised a four-point Likert scale, was circulated to all year two nursing students (n=452) to gauge their level of confidence in undertaking core skills which had been delivered in years 1 and 2 of the undergraduate programme. The data from this survey underpinned the development of two complex communication simulations. The questions from this survey were used to capture pre- and post-simulation data from student nurses who undertook these simulations. Following this simulation, students were sent an electronic survey to gauge the benefit of these simulation in supporting their ongoing professional development.

**Results:** The initial survey was completed by 155 nursing students. Although 62% of students felt confident (58%) or very confident (15%) to systematically assess a patient and escalate their concerns to a colleague (53% confident; 24% very confident), students felt less confident to manage conflict (35% confident; 12% very confident), challenge poor practice (30% confident; very confident 11%), manage a critically unwell patient with sepsis (27% confident; very confident 7%) or to manage a patient post-overdose (27% confident; very confident 7%).

The results from this survey were used to co-create two complex communication simulations. Each simulation

required students to work in small groups to either conduct a systematic assessment of a patient or to conduct a complex communication with a relative of the patient. The teams then met to decide what information would be shared with the relative which then formed the basis of a second simulation.

**Discussion:** This is the first time that co-creation has been used to enhance programme development at undergraduate level. Feedback from the post-participation survey will reveal the extent to which these co-created simulations enhanced students' knowledge, skills, and confidence. The results from this pilot study will inform future co-created content and curriculum development.

**Ethics statement:** Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

## REFERENCES

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