

IN PRACTICE

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USING OUR FOUR YEARS OF SIMULATION PROGRAM EXPERIENCE IN ACCEPTING, MENTORING, AND CREATING OPPORTUNITIES FOR OUR JUNIORS IN LEADERSHIP WITHIN ONE EMERGENCY DEPARTMENT

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Introduction: There is an increasing awareness amongst the medical profession as to the importance of simulation and strong engagement of care providers in healthcare leadership across our system [1]. Faculty Development Guidelines for the use of simulation in healthcare published in 2021 championed colleague mentoring in the delivery of simulation education [2]. To uphold best practice, Horton General Hospital (HGH) Emergency Department (ED) – Oxford University Hospitals NHS Foundation Trust, has focused efforts on creating unique, and valuable leadership opportunities for juniors passionate about simulation. As a requirement of this juniors must now also have training in the national programme; Becoming Simulation Faculty [3].

Methods: HGH ED has committed to broadening its simulation faculty. Our simulation programme continued to ensure interprofessional consultant expertise to deliver two hours of impactful teaching to medical and nursing students, doctors, nurses and healthcare assistants. HGH ED has gone further to create the role of simulation coordinators delegating responsibility to junior healthcare professionals. The role offers the opportunity to execute programme delivery under the support and mentorship of the established simulation faculty.

Results: The simulation training programme was established four years ago and has benefited patients and allied healthcare professionals. Participation in simulation training and its organisation has provided valuable opportunities to build Simulation champions and bring diversity to simulation faculty. HGH ED has achieved junior professional development, experience in leadership and management, interdisciplinary networking, and opportunities for understanding how to establish sustainable simulation.

Discussion: Introducing the coordinator role is a high-impact intervention providing opportunities to water the passion for simulation training amongst junior colleagues. Through participation, coordinators engage in interprofessional networking to enable a diverse teaching programme. They gain an essential understanding of resourcing simulation equipment to facilitate high-impact teaching and marketing to champion training across the department. Participants will learn how human factors influence cohesive output to deliver, relevant and educational Simulation training. The role equips juniors with the skill to organise the delivery of simulation and contribute to the diversity of simulation faculty as those interested will have the strategies to resource sustainable simulation training as they progress in their careers across the NHS.

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.

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