

IN PRACTICE

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BACK TO THE TUTOR - IMPLEMENTATION OF FLIPPED SIMULATION TEACHING FOR THIRD YEAR OPERATING DEPARTMENT PRACTICE STUDENTS**Nikki Jones-Ball**¹; ¹University Of Derby, Derby, United Kingdom**Correspondence:** n.jones-ball@derby.ac.uk

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Introduction: Simulation has emerged as a cornerstone in healthcare education, bridging the gap between theory and practice in both academic and clinical settings. It provides a safe environment for learners to engage in real-life scenarios, fostering effective professional development [1].

Flipped or reversed teaching is recognised as a valuable pedagogical approach to facilitate learning [2]. Flipped teaching embraces the concept of student-led learning, encouraging active engagement. This approach seamlessly integrates with simulation, as students take on active roles while lecturers guide the learning process [3]. However, despite its potential benefits, there is limited research exploring its application in simulated education, particularly within higher education contexts.

In response to this gap, a pedagogic innovation was introduced, prompting students to write simulation scenarios where their lecturers assume the role of learners, thereby facilitating the learning process. This innovative approach aligns with the skills and competencies essential for registered Operating Department Practitioners (ODP). By engaging in the creation and execution of simulation

scenarios, students not only reinforce theoretical knowledge but also hone practical skills crucial for professional practice.

This research addresses the question: "What are the experiences and perceptions of flipped simulation teaching for third-year Operating Department Practice (ODP) students from the perspective of both students and instructors?"

Methods: Four cohorts of Third-year BSc ODP students were tasked with writing a simulation scenario in small groups (between 6-8 students) during a clinical skills week at the University. Guidance and support were provided in the form of an information booklet, tutor and technical support for simulation setup. Qualitative data was obtained from student and instructor feedback through discussions during debriefing and anonymised student surveys.

Results: Out of 74 third-year ODP students who engaged in flipped simulation teaching, a subset responded to the survey, yielding a total of 52 responses for analysis. Thematic analysis revealed insights into student engagement and participation, perceived benefits and challenges, and best practices and recommendations. Overall, feedback was predominantly positive, with students expressing appreciation for the learning experience and its value in their education.

Discussion: Flipped simulation teaching shows promise in healthcare education. This study adds to the literature on its effectiveness. Despite challenges, feedback was predominately positive, emphasising its value for active student engagement. Incorporating this pedagogic approach has provided valuable insight in optimising learning and building confidence, providing students with transferable skills relevant to clinical practice. Further research is needed to explore long-term benefits and impact.

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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