POSTER PRESENTATIONS

Title	Growing pains: The added value of VR in health care education
Institution	HAN academy of applied science
Authors	M. Magnée (HAN, Nijmegen, NL,) R. de Groot (HAN, Nijmegen, NL,)
Presenter	Astrid Timman

Background/relevance
Clear communication is a fundamental skill in clinical settings. In healthcare, there is a continuous process of information exchange. The quality of communication is essential for the success of an intervention and is therefore an important part of the training of healthcare providers.
VR can strengthen traditional teaching methods by, for example, generating more practice moments and offering personalized tools for monitoring the learning process.

Aim
The main goal of this current study is to describe the added value of independent practice in Virtual Reality when teaching conversational skills to propaedeutic students (N=445) in higher professional nursing education. To determine added value, we looked at: test scores, self-assessment, self-direction on learning and confidence in taking the test.

Methods and materials
A total of 120 out of 445 first-year nursing students at HAN participated in a cluster randomised trial. Groups were randomized as classes (each class containing 24-27 students) into intervention and control groups.
Students in the intervention group were given the opportunity to practice conversation skills in a virtual intake interview for 10 days outside regular classes. The VR simulation contained structured real-time conversations with a virtual client and if desired a digital coach. They received personalized feedback in an online dashboard which provided them with the opportunity to monitor their own learning progress. Student behavior is measured through head movements and speech recognition. Based on this, data is automatically generated per game round. This data is displayed in a graph in students' personal dashboard.

All Students received education as usual. All participants (intervention and control- groups, N=233) completed the same pré-measurement and the post- measurement at the same moment. Using a questionnaire based on Smal's (1997) ARCS model, we inventoried the experiences of students in the intervention group.

Results
The most important findings are that students use this learning tool a lot (2-4 playrounds). The more often they play, the less they use the coach in the game.

Conclusions
Learning with the help of VR simulation is experienced as positive by many students and can play an important role in education with a view to greater flexibility and mere self-management for students.

Keywords
Selfmanagement, simulationbased learning

Title	(Effective) use of the didactic electronic health record system in nursing education
Institution	HAN University of Applied sciences
Authors	
Presenter	Jasper de Boer

Background/ relevance
Nursing students frequently use case studies during their training. These used to be presented as 'plain text' with assignments. Now an increasing number of case studies is presented in the form of a (near to) real life electronic health record system. Students now have to collect data, and combine them to draw conclusions in a more realistic way. This improves the clinical reasoning skills of our students in general, and fosters the improvement of digital skills. Both essential for the future proof nurses we need in this time full of both changes and challenges.

Aim
see above Methods and materials: During 2022 I created a couple of cases in the electronic health record system, to use in education. I worked together with the ICT-coordinator and the main contact person at the company that developed the software and maintains the platform. To represent a real life environment I studied different health record systems used in several healthcare organizations. Also I created storylines for patients used in the case studies. During the summer break of 2023 a colleague did the same for the case studies used in the first year of the study. We both coached and instructed the teachers and students using the system.

Outcomes
See below Conclusion/ future direction: The use of the didactic electronic health record system has been integrated into the educational program of the first two years of the nursing study (bachelor) program. Also a few minors, of which students have to choose one during their bachelor's degree, use the system at the moment. Our aim is to develop a continuous learning trajectory, spanning the full bachelor's degree program. At the moment other departments and studies, including physiotherapy, speech therapy and occupational therapy, are inspired by our development. They are running pilots to implement the use of the health record system. In the future we see possibilities to improve interprofessional collaboration between student from several different studies in healthcare, by presenting them the same patient.

Keywords
Innovative healthcare education
Note: screenshots of the health record system can be shared with you, if this is helpful. I could create an example case in English if you would like me/us to present our initiative at the conference.

Title	Intercultural nursing simulation-based learning : metabolic syndrome
Institution	Hogeschool Utrecht, University of Applied Sciences, Utrecht, The Netherlands
Authors	E. Hagenbeek (Hogeschool Utrecht, Utrecht, The Netherlands), W. Walima (Shirati College of Health Sciences, Mara Region, Tanzania), M. Van Geloven (Hogeschool Utrecht, Utrecht, The Netherlands)
Presenter	Vera Habes

Background
The educational benefits of simulation for nursing clinical reasoning have been demonstrated in Western countries but rarely been demonstrated in low-income countries In 2024, the Netherlands, Tanzania, and Canada co-created a simulation of metabolic syndrome. Metabolic syndrome is strongly associated with cardiovascular diseases such as stroke, diabetes, and heart disease. Western countries experience a high burden of cardiovascular diseases. Within the group of non-communicable diseases, cardiovascular diseases are the leading cause of death in Tanzania .

Relevance
Nursing simulations of metabolic syndrome are relevant for patient safety and the achievement of common World Health Organisation goals. Research on intercultural communication among nursing students is important, because these skills are essential for the success of international collaboration . However, research on intercultural communication of nursing students during an intercultural collaboration is limited.

Aim
We aim to (1) describe the development of a Tanzanian/Dutch/Canadian simulation for metabolic syndrome and (2) present the findings regarding what can be learned from the communication experiences of Dutch and Tanzanian nursing students during an international collaboration of a CAN-Sim about metabolic syndrome in Shirati, Tanzania.

Methods and materials
(1) The simulation was developed, after a pilot project, through the collaboration between Hogeschool Utrecht, the Netherlands, and Shirati College of Health Sciences, Tanzania, and supported by the methodology of the Canadian Alliance of Nurse Educators using Simulation, Canada. (2) An explorative qualitative pilot study was performed in March–July 2024. The study participants included equal numbers of Tanzanian and Dutch nursing students who were in Tanzania for the Minor in International Health. Purposeful sampling was used, and sample size was determined by data saturation. The qualitative study included semi-structured interviews, which were conducted by a Dutch final-year bachelor's student under the supervision of a master nurse educator and an expert in qualitative research. The data were coded in ATLAS.ti and analysed using constant comparative methods.

Outcomes/Conclusion/Future direction
Language barriers, differences in norms and communication styles and perceived inequality were found to be challenging communication aspects during the intercultural collaboration of a simulation. These aspects could increase the sense of division. Dealing with encountered challenges was perceived as a profitable learning experience in terms of enhanced cultural competence. It is recommended to make clear agreements about using one common language during a intercultural collaboration and to organize introductory activities to support mutual understanding and respect and prevent an unnecessary sense of division. The simulation can be viewed at: https://360.articulate.com/review/content/8302b2a8-2ef4-4275-a271-d5c6ecbabd4f/review

Title	Student wellbeing in relation to study success.
Institution	Han University of Applied Sciences, Nijmegen, the Netherlands
Authors	D. van der Hust (Han University of Applied Sciences, Nijmegen, the Netherlands
Presenter	Dorien van de Ven

Background
The mental health of students in the Netherlands is gradually improving following the COVID pandemic, but about thirty percent of students reported that their pandemic experiences continue to cause feelings of loneliness, often due to restricted opportunities for social networking during lockdowns (Trimbos, 2023). Forty percent of students stated that the Covid-19 crisis continues to have a negative impact on their mental well-being. Forty-four percent of students are still grappling with depression and anxiety issues. Similar or higher percentages apply to students dealing with emotional exhaustion symptoms, frequent sense of performance pressure, (very) high stress and feelings of loneliness. Alcohol emerged as the predominant substance of choice, ten per cent of drinking students qualifying as excessive drinkers and sixteen percent as heavy drinkers. What tools do mentors, lecturers and student coaches have in supporting the students during their studies and at the same time providing a safe and encouraging learning environment for them? Research has shown that a 'sense of belonging' is essential for study success.

Relevance
In order to achieve study success insight on student wellbeing is necessary to establish for student coaches and lecturers.

Aim
Acknowledging possible mental and physical health issues and establishing a healthy school environment in which learning can take place.

Methods
The wheel of student wellbeing, developed by Han University of Applied Sciences, focuses on seven key elements relevant to achieve study success. It not only takes into account the wellbeing of students, but also looks at the responsibility of educational institutions in providing a safe and healthy learning environment.

Materials
The large A0 poster on which the Han wheel of student wellbeing will be presented. Also, additional film materials are provided.

Title	Challenges Faced by Students Conducting Research in Sub-Saharan Africa: Experiences and Lessons Learned
Institution	HAN University of Applied Sciences
Authors	Dorien van de Ven (HAN University of Applied Sciences)
Presenter	Wout Linsen

Conducting research abroad is a way for bachelor of nursing students to gain international experience and to develop both personally as well as professionally, by getting to know different cultures, improving language skills and developing a more cosmopolitan identity. In addition, it can be a strategy to improve one's career prospects, especially if the required knowledge and skills cannot be obtained in the student's home country. International research environments lead to improved learning outcomes, foster intercultural skills and create international networks preparing both international and domestic students for living and working in a globalised world. At the HAN University we foster sustainable, longstanding connections with several reseach institutions around the globe. Uganda is one of the Sub-Saharan African countries in which our students have accomplished valuable research results. These opportunities come with significant challenges. This workshop discusses the experiences of students involved in research projects in this region and highlights the main obstacles they encounter. Our analysis is based on our experiences with supervising bachelor nursing students who were conducting research within the HAN University of Applied Sciences abroad. This interactive workshop uses various forms of cultural sensitive methods and aims to identify and analyze the challenges faced by students during their research activities in Sub-Saharan Africa, focusing on experiences in Uganda and South-Africa. It provides insights into how these obstacles can be overcome to optimize research outcomes and enhance the learning experience. In this workshop participants will gain insight on several barriers that students and lecturers had to deal with during the joint research project.

Title	New role in healthcare education: the change agents ensure continuous development and innovation
Institution	HAN University of Applied Sciences
Authors	Maureen Elshof-Merts (HAN University of Applied Sciences, Nijmegen, The Netherlands)
Presenter	Enzio Boeijen

Background
Demographic changes, and a growing labor market issue means that the quality, accessibility, and sustainability of healthcare are under great pressure. A transition in healthcare is necessary. (future) Healthcare professionals will have to learn new behavior and skills to respond adequately to these challenges. Lifelong development and innovation are central to this. To have adaptive, well-equipped professionals in the future, the University of Applied Sciences Arnhem en Nijmegen (HAN) is collaborating extensively with healthcare organizations in the region to create a development and innovation culture and structure where education, research and healthcare practice integrate. This led to the new role of lecturer scientist, practitioner (LSP).

Aim
The LSP connects education, research, and healthcare practice by working both in a healthcare organization and the university. By stimulating educational and nursing practice they are supposed to be change agents. This project aims to gain insight into the role development and repertoire of actions of the LSP.

Methods
Upon starting their new position, LSPs joined a development program, intended to support their role development, provide intervision and opportunity to acquire the right knowledge and tools to connect research, education, and practice, and therefore stimulate a development and innovation culture and structure. During the development program annual sessions provide insights in the role development of the LSP and their contribution to practice- and educational practice.

Outcomes
The tasks and activities of the LSP are subject to change. We found that during the first 2 years tasks focused on connecting and facilitating people and initiatives. Now that a foundation has been laid, tasks are expanded to include developing initiatives and setting up action research, which will lead to educational innovation.

Future directions
The LSPs contribution results in more diversity in learning activity experienced by students, their assignments have (greater) social impact and increase their learning outcomes. Professionals and students learn with and from each other, which provides recent developments and insight in healthcare practice directly translated into education. All this ensures that both students and professionals can acquire the competencies appropriate to the transition within healthcare.

Keywords
Living Labs, change agents, action research

Title	Objective Structured Clinical Examination (OSCE) in the Healthcare and Nursing Program at the University of Applied Sciences for Health Professions Upper Austria
Institution	University of Applied Sciences for Health Professions Upper Austria
Authors	Angelika Wöntner
Presenter	Angelika Wöntner, MHPE MA

Background
The global demographic and epidemiological developments require a networked and professional nursing expertise in the future. High demands on solution orientation, the ability for cognition, communication and collaboration are among the 21st century skills. The competency-oriented examination format Objective Structured Clinical Examination (OSCE) is used to validly, objectively and reliably assess professional action competencies and future skills.

Aim
The goal of the Bachelor's degree program in the Healthcare and Nursing program at the University of Applied Sciences for Health Professions Upper Austria was the implementation of an action-oriented examination aligned with the competency-oriented curriculum. Professional action competence, as the highest goal, combines clinical skills and abilities, evidence-based knowledge, experience, as well as motivational aspects and values.

Methods and materials
Simulation training is offered in the Healthcare and Nursing program starting from the first semester. The didactic principle of "from simple to complex" is applied in the simulations over the course of the six semesters and culminates in an OSCE. At the OSCE, students complete multiple stations with nursing-relevant situations. The stations are assessed by experts using global assessment criteria. The university is supported by standardized patients who simulate each situation identically for all students. Students benefit from the preceding skills labs, simulations and professional internships.

Outcomes
Since 2022, practice readiness has been assessed using the OSCE. The learning and examination success is high, as students can apply what they have learned and adapt quickly to new situations. Structured feedback reflects the personal learning process and specifically promotes the theory-practice transfer.

Conclusion
Simulation-based training perfectly prepares students for the OSCE as a final examination. OSCE examinations are among the most popular examination formats worldwide. In the future, interprofessional stations are planned to represent complex nursing settings in an integrated manner. Further research is needed to determine to what extent students who take an OSCE examination exhibit higher professional action competence.

Keywords
Objective Structured Clinical Examination (OSCE), 21st century skills, Simulation in Healthcare and Nursing Program

Title	Perceptions and Knowledge of First-Year International Students on Attendance, Academic Misconduct, and the Use of AI for Enhanced Student Performance
Institution	University of Derby
Authors	James Taylor (University of Derby, UK), Dono Widiatmoko (University of Derby, UK)
Presenter	Sabha Nisar

Background

The transition to university is a significant milestone for first-year students, especially for international students coming from diverse backgrounds. With the recent surge in international student enrollment in the UK (Study in UK, 2023), university guidelines on learning must be clear and comprehensive. This ensures that all students, regardless of their origin, can effectively navigate academic expectations and thrive in their new environment. Empirical evidence suggests that attendance and awareness of academic misconduct significantly influence educational outcomes. There is a critical need to maintain the integrity of assessments and ensure that students clearly understand the importance of academic honesty. Additionally, the use of AI for completing coursework has increased the potential for academic misconduct. Given the transformative potential of AI in education, it is crucial to assess international students' perceptions and knowledge of these factors to enhance their academic performance while maintaining academic integrity.

Aim

This study aims to provide actionable insights into the factors affecting first-year international students' academic success, thereby informing strategies to support their educational journey.

Research Objectives

1. To assess first-year international students' knowledge and understanding of academic misconduct and its association with overall academic performance. 2. To evaluate students' knowledge and perceptions regarding the use of AI to facilitate their learning. 3. To explore students' perceptions of class attendance and its impact on their academic performance.

Method and material

This study will employ a mixed-method study design with a sample size of 200 first-year international students from various disciplines at the University of Derby, UK. Intervention Participants will complete a pre-test to assess baseline knowledge. This will be followed by a 30-minute intervention, including presentation slides and short clips on the three topics (academic misconduct, AI in learning, and attendance). A post-test will then be administered to evaluate changes in knowledge and understanding. Ethics application ETH2324-548. Expected Results and Impact • Cultivate a culture of ethical and responsible use of AI in education. • Enhance clarity on academic misconduct and improve academic writing skills early in the course. • Develop a model/framework to produce engaging content aimed at encouraging better class attendance & participation.

Title	Stress, sleep and well-being of health care managers - How do stress and sleep problems relate to the well-being of health care managers?
Institution	Odisee
Authors	J. Vanderlinden (Odisee, Aalst, Belgium)
Presenter	Mirthe Peerlinck (student) Sabien Van Rampelberg (Teacher)J

This undergraduate thesis investigated the relationship between stress, sleep and well-being among health care managers and health care management students in Flanders. Through an online survey, data were collected on their stress, sleep problems and overall well-being. This survey reached a total of 172 respondents, including 153 working health care managers and 19 students who completed the survey. One of the key findings is the high prevalence of stress among health care managers, with work-life balance often cited as the biggest stressor. This has a negative impact on well-being, as shown by lower scores on the WEMWBS questionnaire at higher stress levels. In addition, the survey revealed the sleep problems faced by health care managers faced, with many respondents reporting sleep problems mainly caused by active thoughts. These problems also affect well-being negatively, evidenced by lower WEMWBS scores (score for well-being) at higher ISI scores (score for sleep problems). The study identified several factors that contribute to stress and sleep problems, such as informal care, alcohol consumption, smoking and caffeine consumption. Family care appears to have an impact on stress levels, especially if the person in need of care lives with the informal carer, resulting in lower well-being. Daily alcohol consumption is associated with higher stress and sleep scores, while smoking seems to have less influence on stress and well-being, but does affect sleep problems. Caffeine consumption and screen time showed no clear associations with stress, sleep and well-being, although consumption of caffeine just before bedtime showed slightly increased sleep problems showed. These findings highlight the need to address stress and sleep problems to improve the well-being of health care managers. The final product of this study, a video has been developed with tips for stress reduction and sleep optimisation. The added value of this study for the field lies in providing concrete insights and practical recommendations that can help reduce stress and improve sleep quality among health care managers. It can serve as a basis for further research, where qualitative methods such as interviews and focus groups can contribute to a deeper understanding of stakeholders' experiences and perceptions.

Title	The development of an inspirational guide about Young informal carers in Higher education
Institution	Steunpunt Mantelzorg
Authors	Pieter Vanreybrouck (Steunpunt Mantelzorg, Belgium), Naomi De Bruyne (Steunpunt Mantelzorg, Belgium), Julie Everix (ZoJong, Belgium), Freya Ponteur (HoGent University of Applied Sciences, Belgium), Veerle Smeers (University of Hasselt, Belgium), Julie Vanderlinden (Odisee University of Applied Sciences and University of Brussels, Belgium)
Presenter	Pieter Vanreybrouck

Background
Young informal carers are defined as children and youngsters that provide informal care and support to loved ones. When these youngsters take up a role as a student in higher education while performing these caring tasks, they can be identified as young informal carers combining caring tasks with studies in higher education. One in five students in higher education in Flanders is an informal carer. However, institutions for higher education aren’t always aware of the additional load these students are carrying. Furthermore, the current curricula are not always adjusted to the specific needs of informal carers. Therefore, Steunpunt Mantelzorg (a non-profit organization for informal

carers), ZoJong (an informal organization for young informal carers) and three institutions for higher education (HoGent, Odisee and UHasselt) in Flanders developed an inspirational guide for higher education to sensitize all institutions for higher education in Flanders regarding young informal carers that combine caring tasks while taking up studies in higher education.

Methods
Based on literature and qualitative research with stakeholders and young informal carers, an inspirational guide was developed. In total, six authors, with expertise on young informal carers, were involved in the writing process. After the preliminary version of the guide was completed, two taskforces of stakeholders (n=24) and young informal carers (n= 8) were organized to collect feedback. Additionally, written feedback was collected from various educational institutions for higher education and young informal carers. Currently, the guide is being disseminated amongst all institutions for higher education in Flanders as well as amongst stakeholders, policy makers and young informal carers.

Outcomes and conclusions
(Inter)National studies that reported the prevalence of young informal carers, although limited, as well as the needs of these young informal carers, formed the basis of the inspirational guide. Feedback from the taskforces was collected and integrated in the guide. This inspirational guide will be disseminated during the Week for Young Informal carers (21-25 October 2024). Presenting this guide at the COHEHRE conference would provide a great opportunity to sensitize other institutions of higher education to be more aware of young informal carers in their organization as well as to provide practical directions to support this target group.

Title	Coaching Leadership Training
Institution	LAB University of Applied Sciences
Authors	Mari Kokkonen
Presenter	Mari Kokkonen

There have been significant changes in the definitions of leadership. Previously, they were emphasis on supervision and mechanical management. People were seen as parts of a machine that are controlled and "adjusted" to function correctly and efficiently.

Nowadays, the emphasis is on empowering people. Leadership is seen as creating favorable conditions and enabling and supporting the activities of individuals and teams.
Coaching leadership consciously strives to develop the ability of employees to lead their own work wisely and achieve their goals as part of the whole. Instead of traditional advice and orders, the leader listens, asks, encourages and challenges. This leads the employee to new insights, solutions and ideas.

The City of Lahti has moved to emphasize coaching leadership in its personnel management strategy. This entails the whole personnel, from managers and employees to the top management. LAB University of Applied Science experts have initially trained all the supervisors of the city of Lahti in coaching leadership. From there, training has progressed for the employees of the units with the aim of understanding what it means from the employee's point of view.
The 5-day coaching leadership training takes place at the LAB University of Applied Sciences Lahti campus. The participants represent different sectors of the city of Lahti (education, technology, sports, environment etc.) and act as leaders in their own units. The training consists of the key principles and practices of coaching management.

The teachers use solution-oriented coaching methods, dialogue, functional exercises and simulation as teaching methods. The training is practical, participant- and solution-oriented. New practices are tried out between training days and reflected on together. The group forms a community where knowledge and experiences are shared in a respectful and empathetic manner, basing on absolute confidentiality.

Coaching leadership trainings are moving to the stage where all supervisors have been trained (7 groups of 20-24 persons) and the phase of introducing coaching leadership in the units is starting. LAB University of Applied Sciences experts support the city of Lahti in these processes as well, involving some Master students in the training.

Title	Interprofessional education: 'to boldly go where no man has gone before'
Institution	University College Leuven Limburg
Authors	Ann Meyers (University College Leuven Lmburg, Leuven, Belgium)
Presenter	Nancy Cannaerts

Background
With the shortage of caregivers in the workplace, interprofessional collaboration is no longer optional but a real necessity. The stepping stones and competencies for this need to be instilled early in training. The development of an interprofessional training component is challenging given diverse curricula, competencies and traditional role views.
This elective teaching class is situated in phase 0 through phase 3 of the Meta model of Interprofessional Development ((Reinders & Pesut, 2022). These phases range from demystifying stereotypes about each other, to comparing roles and responsibilities, learning about the contribution of other healthcare professionals to developing a shared vision and planning.

Purpose
The elective aims to develop interprofessional competencies (Eipen, 2021) regarding consultation and collaboration, planning and managing, handling challenges and opportunities, and referring.
Methods/materials
Students from the medical, physical therapy, psychology, nursing, oral health, nutrition and dietetics and social work programs participate and already have some clinical experience. The course takes place in semester 2 over 8 meetings. The first session focusses on challenging stereotypes, comparing roles and responsibilities, and exploring each other's perspectives of good care. Subsequent sessions involve (1) group discussions on real-life cases from and guided by work field partners where ethical and legal aspects are also explored; (2)discussions on current topics and (3) and creating a care plan using the ICF model. In addition, testimonies are given by a patient, relatives and involved caregivers on the one hand and an interprofessional team on the other hand.
Peer assessment and reflective reports enhance learning outcomes.

Results
Students report increased knowledge sharing, improved quality of care, and greater patient-centeredness. Recognizing and valuing each other’s roles and contributions, treating peers as equals, and fostering safety and trust contribute to these outcomes.
This elective course contributes to a greater belief in their own professional future together. Despite the conviction that interprofessional education is a necessity, current conditions and divergent interests hinder its development.

Conclusion
In these times of scarcity and staff shortages, where we are increasingly reliant on each other, interprofessional education is no longer just a choice but a mandatory component in the curriculum to ensure quality, continuity, safety, and patient-centered care.

Keywords
Interprofessional education

Title	Learning Support Mentor - An alternative approach to supporting student success through building social community.
Institution	University of Derby
Authors	B. Caudwell Phillips (University of Derby), D. Robershaw (University of Derby)
Presenter	Theresa Critchlow

Understanding that the difficulties and barriers of success for students are not only attributed to support, some of these barriers relate to pre existing difficulties such as social isolation, post traumatic stress, anxiety. Mental health difficulties among student nurses are a significant and growing concern. Studies indicate that a substantial proportion of student nurses experience mental health challenges. A survey conducted by the American Nurses Association found that about 50% of nurses reported experiencing symptoms of burnout, anxiety, and depression. Additionally, research published by the National Institute of Health found that approximately one-third of nurses experience depression.

This project appraised and merged two approaches to academic support and delivery to increase student satisfaction and success.

CHIME (Connection, Hope, Identity, Meaning and Empowerment) framework is utilised in various mental health and recovery programs to ensure that care is holistic and tailored to the individual's needs, supporting a more effective and sustainable recovery process, so why not apply this to our students facing similar difficulties?

Jeffery's Nursing Universal Retention and Success (NURS) model is a comprehensive framework designed to improve nursing student retention and success. It considers multiple factors influencing student outcomes, including academic, environmental, psychological, and professional integration aspects. The model is holistic and adaptable, supporting diverse student needs through proactive and culturally congruent strategies.

In merging these two models in the form of a “Peer Led Support Mentor” was employed. Learning Support Mentors acted as a conduit to student support and success, they act as a critical friend, signpost and support. They worked with colleagues to provide students with non-judgemental, empathetic support and understanding to ensure high levels of achievement and positive progression. Most importantly, engage, enthuse and motivate students to remove barriers to learning and help them progress. Trauma Risk Informed Management(TRiM) training was provided and allowed for Assessment and management of traumatic events to take a more holistic approach. This builds a social community, bolstered by the principles of CHIME and NURS model.
There are 168 students on programme across 7 cohorts based at two sites. Aside from and on top of the building social community and connections, the LSM had 98 targeted interventions with individuals across the year.

98 targeted interventions for 43 different students
Pass at first attempt, this has improved by 2%, attrition has reduced from 6.3% to 3.7% and engagement in the programme has increased by 7%

Overall attainment – we have an excellent spread of good honours but moreover we have seen 100% employability for those graduating Summer 2023 and Spring 2024

Title	Enablers and Barriers for Using Emerging Technologies in Nursing Education
Institution	University of Vic
Authors	E. Fernández (Universidad de Sevilla, Sevilla, Spain), S. Barrientos (Universidad de Sevilla, Sevilla, Spain), M. González (Universidad de Barcelona, Barcelona, Spain)
Presenter	Sergio Cazorla-Calderón

Background

Emerging technologies are defined as those capable of introducing significant disruptions and discontinuities in state of the art in technology, with profound economic and social effects stemming from their adoption. Among these, technologies such as virtual reality, augmented reality, and mixed reality are making a notable impact on teaching, offering new opportunities to enhance student learning. The integration of these technologies as active part of simulation and training nursing education represents a significant improvement over traditional teaching methodologies.

Aims

This study aims to analyze how these technologies impact nursing degree education.

Methodology

Three focus groups were conducted with participation of nursing faculty from three Spanish universities: Vic, Barcelona, and Sevilla. Focus groups were used to explore perceptions and experiences of faculty members regarding use emerging technologies in educational practice.

Results

22 university professors participated, 82% were women, average age 49 years. 68% hold doctoral degree. Average teaching experience is 15.86 years. Participants indicated that using. technologies could significantly enhance student competencies, allowing to design simulated situations, uncommon or rarely to encounter during clinical practice. Additionally, it was noted that new generations of students have technological deeper understanding, requiring teaching to adapt to this reality. Participants showed a willingness to integrate these technologies into their classes. However, several barriers to their effective implementation were identified. One of the main barriers is the necessary training for current university faculty. Participants agreed that there is an inequality in technological training among faculty, as well as a general lack of knowledge about these technologies and their application in teaching. It was also noted that training in these technologies presents prolonged learning curve. Furthermore, lack of economic resources and limited institutional support were identified as significant obstacles to effective implementation.

Conclusions

Emerging technologies have potential to transform nursing education, providing new tools for students to meet demands of modern clinical practice. There are some barriers to implementing emerging technologies and thus to harnessing potential benefits. Overcoming these barriers requires careful planning, institutional support, and ongoing faculty training.

Keywords

emerging technologies; nursing education; teaching methodologies

Title	Development and Optimisation of Multiprofessional Simulation Scenarios in Healthcare Training
Institution	Odisee hogeschool
Authors	Leen Van der Schueren (Lecturer Nursing, Odisee University of Applied Sciences, Belgium)
Presenter	Leen Van der Schueren

Background
Inadequate multi-professional interaction among healthcare professionals may lead to lower quality care.To ensure high-quality training and practice for future healthcare professionals/caregivers, thorough lifelike simulation training is necessary during the training. High fidelity simulation training tries to respond to this by creating a realistic yet safe context on the one hand, and stimulating deep and critical reflection in group on the other. The project has three objectives: 1) inventory and exchange scenarios in simulation education within healthcare, 2) expertise building and expertise sharing regarding infrastructural systems already used within the different institutions in simulation education within healthcare training, and 3) the development of multi professionals scenarios for simulation education within healthcare training.

Method
A consortium of five institutions for higher education, amongst one university and four universities of Applied Sciences (KU Leuven, Vives, UCLL, Odisee and Thomas More), delegated one to two people who participated in the project. A total of six researchers participated.

Objective
1: Each participating institution added five scenarios to the database and in addition the scenarios created in a previous Education-Development Fund Project. The scenarios had to be high-fidelity and previously multidisciplinary. Objective 2: To obtain an overview of all materials/infrastructure that can be used within simulation education, a questionnaire was prepared. Objective 3: After collecting the scenarios, the needs within the different institutions around scenarios were solicited. From there, 5 working groups were created to write a scenario within these needs.

Results
collecting the scenarios within the different institutions yielded seventy scenarios, including the five new, interprofessional, high fidelity scenarios that were developed. These were collected in a database. Because each institution had its own way of writing a scenario, a template was developed that could be used for each institution. Thus, future scenarios will be constructed in a similar way. The scenario was evaluated by the students and the instructors afterwards using a questionnaire (about feasibility, reality, difficulty,... of the written scenarios)

Future directions
the project aims to create an accessible database that will be updated annually with the new scenarios. For reasons related to security of the database and quality of the scenarios, the project team is currently reviewing options on how to make this challenge workable.

Title	Teaching Public Health to Midwifery Students through a Blended Intensive Program (BIP)
Institution	Tallinn Health Care College
Authors	A. Kärema (Tallinn Health Care College, Estonia)
Presenter	Silja Mets-Oja

Background
Incorporating innovative approaches in midwifery education is essential to prepare students for global public health challenges. This course is grounded in blended learning theories, which emphasize combining online and face-to-face learning for flexible, student-centered education. The Erasmus program supports this by fostering collaborative learning through short-term mobility and Moodle. Building on the "Transforming Transnational Intercultural Sensitivity for Midwifery Students through an Inclusive Mobility Model" Erasmus+ project (2019-2023), this course expands the approach to additional countries, further enriching midwifery education and enhancing students' global public health competencies.

Aim
The course aims to deepen midwifery students' public health knowledge and skills through BIP that combines online learning with short-term mobility experiences, preparing them for international collaboration and leadership roles in global healthcare.

Methods and Materials
This 3 ECTS course, part of the Erasmus Blended Intensive Program (BIP) in Public Health, is tailored for second- and third-year midwifery students in their third or fourth semester. A total of 21 students from five European countries (Netherlands, Finland, Belgium, Austria, and Estonia) participated. The course consists of 46 hours of online sessions complemented by four full-day, face-to-face workshops held during a mobility week in Estonia. The curriculum covers key areas including promoting healthy lifestyle choices, empowering women's safety, addressing the needs of migrants, and optimizing psychological wellbeing. The online learning materials featured short lectures and workshops delivered by practicing midwives and other experts from the participants' countries. Evaluation methods included student feedback, assignments, workshop participation, and the development of intercultural and public health competencies, assessed through both formative and summative approaches.

Outcomes
The program significantly enhanced students' international collaboration, leadership, and organizational skills, which are crucial for global healthcare settings. Students also developed a commitment to lifelong learning and expanded their professional networks. Despite challenges like diverse student backgrounds and logistical complexities, the program received positive feedback, with no significant issues reported.

Conclusions
This innovative, inclusive approach effectively fosters transnational learning and intercultural sensitivity among midwifery students. The positive outcomes suggest that this blended mobility model could be integrated into future midwifery curricula across Europe, providing a valuable template for preparing students to address global public health complexities. Future iterations of the course will build on these results to further enhance midwifery education.

Keywords
Blended Learning, Public Health, Midwifery Education

Title	Co-Designing AI Technology in Palliative Care for Chronic Diseases Through Living Labs
Institution	HAN University of Applied Sciences
Authors	Gerda van den Berg (Saxion Hogeschool, Enschede, Netherlands), Myrna Pelgrum-Keurhorst (Saxion Hogeschool, Enschede, Netherlands), Maurice Magnée (HAN University of Applied Sciences, Nijmegen, Netherlands), Betsie van Gaal (HAN University of Applied Sciences, Nijmegen, Netherlands)
Presenter	Evi Swinkels

Background

Artificial Intelligence (AI), particularly through machine learning (ML), has the potential to enhance healthcare by analyzing health records to improve patient care. In time recognition of the palliative phase in Chronic Obstructive Pulmonary Disease (COPD) and heart failure (HF) is critical in home care settings. However, timely identification remains challenging for district nurses, necessitating tools that integrate seamlessly into electronic health records (EHRs).

Aim

This project aims by co-design an ML algorithm that assists district nurses in recognizing the palliative phase in patients with COPD and HF. Utilizing a living labs approach, the algorithm will be developed and tested to ensure it is both effective and user-friendly in real-world healthcare settings.

Methods

The development process will be embedded in living labs, where district nurses, software developers, researchers, and healthcare organizations collaborate in real-world environments. The ML model will be co-designed using feedback from stakeholders, focusing on signal words, text fragments, and patient characteristics from EHRs. A dataset of 67800 health records from two healthcare organizations will be used to develop the ML algorithm. Prototypes are iteratively developed and tested, initially on data from deceased patients.

Results

It is expected that prototypes developed within the living labs will demonstrate the ability to accurately flag patients entering the palliative phase. Continuous engagement with end-users will likely ensure the model's explainability and smooth integration into clinical workflows. Monthly evaluations are anticipated to show improvements in user satisfaction and enhanced decision-making support for district nurses. The results of the monthly evaluations will be used to improve the ML algorithm.

Conclusions

The co-design process within living labs will result in a ML model that significantly improves the recognition of the palliative phase in COPD and HF patients. By incorporating stakeholder feedback throughout development, the tool will likely be both technically robust and practical for real-world application, ultimately improving the quality of palliative care.

Keywords

Artificial Intelligence; Chronic Diseases; Co-design; COPD; Electronic Health Records; Heart Failure; Home Care; Living Labs; Machine Learning; Palliative Care.

Title	Living Lab VIT for life: student involvement
Institution	University of Applied Sciences Rotterdam
Authors	A.S. Doorduijn (The Hague University of Applied Sciences, The Hague, The Netherlands), S.I.de Vries (The Hague University of Applied Sciences, The Hague, The Netherlands), L.P. Voogt (Rotterdam University of Applied Sciences, Rotterdam, The Netherlands)
Presenter	Marlies Wagener

Background
In health innovation and vitality, it is crucial to involve future (healthcare) professionals in developing, testing, implementing, and evaluating innovations in a real-world context. To meet this need, Medical Delta Living Lab Vitality, Innovation and Technology started in 2020, as a result of a collaboration between the Rotterdam and The Hague Universities of Applied Sciences (The Netherlands) and several partners.

Aim
We wanted to involve students from both Universities and various educations in the projects of this Living Lab, aiming to improve their knowledge and skills in trans-professional collaboration and to integrate the results of our activities into the various curricula.

Methods and materials
In the past four years, we conducted various projects focused on vitality and technology. In every step of each project, we ensured student involvement. We announced the existence of our Living Lab to relevant partners. We met teachers and partners to identify shared needs for innovations and made concrete assignments students could work on to make it feasible. We also set up innovative, idea-generating settings such as hackathons, to make students curious about our work.

Results
In 4 years, over 300 students, in various educational programs, such as physiotherapy, nursing, healthcare technology, nutrition and dietetics, and social work of both Universities were involved. They performed various tasks such as desk research, setting up questionnaires, and interviewing participants. Cocreation with students improved the definition and shape of innovations, and out-of-the-box solutions were suggested. Transprofessional learning was stimulated by collaboration between students from other educational programs, and with partners from governmental or commercial institutions. New educational modules on vitality and health were developed and implemented.

Conclusion
Student involvement was crucial to the success of our Living Lab. We invested in sustainable relationships with educational programs, their needs for student projects and the benefits their education could have of the lab. Moreover, we wrote in collaboration with teachers and with input from students, a follow-up of our successful Living Lab. For the next four years, we can build and extend the network we have to make it even more successful!

Keywords
sustainable relationships, student involvement, cocreation

Title	The Urban Lecturer: the indispensable link in the community.
Institution	Amsterdam University of Applied Sciences , Faculty of Health, Occupational Therapy
Authors	J. Witteveen (Amsterdam University of Applied Sciences , Faculty of Health, Occupational Therapy), S. Andriessen (Amsterdam University of Applied Sciences , Faculty of Health, Fysiotherapy), M.Flinkenflögel ((Amsterdam University of Applied Sciences , Faculty of Health, Nursing), C. van Ravenswaaij, (Amsterdam University of Applied Sciences , Faculty of Health, Interprofessional Health Care), Netherlands
Presenter	Soemitro Poerbodipoero

Background Relevance
Living labs (Maas et al., 2017) as a learning environment in a metropolitan context require commitment and skills from lecturers in many areas (Health Holland, 2022). The ”Urban Lecturer’ is an education innovation project which aims to explore what reflection, support and competencies are needed amongst lecturers in order for them to develop sustainable partnerships with community partners as an answer to wicked challenges in health and well-being (Health Holland, 2022) and to improve guidance students outside the university setting.

Aim
The aim of this project is to contribute to an innovated competency profile for the 'urban lecturer of health and well-being' by exploring and reflecting on the lecturers experiences. We also aim to disseminate the profile to higher education institutes.

Methods and materials
We monitor, evaluate and support teachers from the bachelor's programs in occupational therapy, physiotherapy, nursing and exercise therapy in their education and projects in the city. We follow and support this interprofessional group of in the city of Amsterdam for a period of two years. By ‘narrating’ their experiences we develop a competency profile for the ‘urban lecturer in health and wellbeing’. The use of exchange, professionalization, Community Engaged Scholarship, Pedagogy of Discomfort and critical reflexivity about their own positionality (Gordon da Cruz, 2018) are key in this trajectory.

Outcomes
Initial assessments, experiences, and findings from this shared exploration need to be used to discuss early lessons learned. Experiences and findings of our journey and the discovery of the acclaimed "Urban Teaching" is a complex and challenging representation of building collaborative and effective partnerships in and with the community.

Conclusions / Future direction
The delivery on the promises and the consequences of our efforts to shift education from the classroom to the community seem crucial. The position, responsibilities and roles of our lecturers and institutions in need to be explored to be able to prepare students and to help foster the shift of education from the classroom to the community and vice versa.

Title	Mental Health of Students in Higher Education: A Descriptive Study
Institution	Northern School of Portuguese Red cross
Authors	António Ferreira (Northern Health School of Portuguese Red Cross. Oliveira de Azeméis, Portugal), Joana Coelho (Northern Health School of Portuguese Red Cross, Oliveira de Azeméis, Portugal), Manuela Ferreira (Northern Health School of Portuguese Red Cross, Oliveira de Azeméis, Portugal), Maribel Carvalhais (Northern Health School of Portuguese Red Cross, Oliveira de Azeméis, Portugal), Catarina Nogueira (Northern Health School of Portuguese Red Cross, Oliveira de Azeméis, Portugal), Henrique Pereira (Northern Health School of Portuguese Red Cross, Oliveira de Azeméis, Portugal).
Presenter	António Manuel dos Santos Ferreira

Background/relevance

The World Health Organization (WHO) (2017) identified higher education students as a population at high risk for mental health issues, as well as having a higher prevalence of psychiatric morbidity compared to the general population. As a result, educational institutions were challenged to expand and diversify support mechanisms for students, both in academic and health aspects.

Aim

To assess the mental health of students at a private higher education institution in the central region of mainland Portugal.

Methods and materials

A quantitative paradigm study, descriptive and cross-sectional was performed. A non-probabilistic convenience sampling technique was used. The data collection instrument was an online questionnaire developed using Google Forms, consisting of: (a) sociodemographic and socioeconomic characterization, (b) data related to higher education attendance, (c) substance use, (d) Patient Health Questionnaire 9 (PHQ-9), (e) Generalized Anxiety Disorder scale (GAD-7), and (f) data related to bullying and sexual harassment.

Results

The sample consisted of 180 participants. The average age was 24.63 years ± 7.85 years (min: 17; max: 57). Notably, daily coffee consumption was reported by 88 participants, alcohol consumption less than once a month by 81 participants, and no tobacco use by 148 participants, no cannabis use by 171 participants, and no use of other psychoactive substances by 180 participants. Regarding anxiety symptoms (GAD-7), 22.22% (n=40) of the sample had no anxiety, 41.11% (n=74) had mild anxiety, 23.33% (n=42) had moderate anxiety, and 13.33% (n=24) showed severe anxiety. As for depressive symptoms (PHQ-9), 38.30% (n=69) of the sample showed no depression, 32.8% (n=59) had mild depression, 17.2% (n=31) had moderate depression, 7.8% (n=14) had moderately severe depression, and 3.9% (n=7) had severe depression.

Conclusions

It seems essential that higher education institutions are able to implement, expand, and develop over time a set of services that promote the mental health and well-being of students.

Keywords

Mental Health; Students; Universities.

Title	Collaborative Online International Learning (COIL): from internationalization at home to intercultural competence development in higher education
Institution	Northern School of Portuguese Red cross
Authors	António Ferreira (Northern Health School of Portuguese Red Cross. Research & Development Unit (UID) of ESSNorteCVP, Oliveira de Azeméis, Portugal), Meritxell Mondejar-Pont (Universitat de Vic - Universitat Central de Catalunya, Faculty of Health Sciences and Welfare, Vic, Spain), Dorien van de Vem (HAN University of Applied Sciences, Nijmegen, Netherlands), Dennis van der Hust (HAN University of Applied Sciences, Nijmegen, Netherlands), Liliana Mota (Northern Health School of Portuguese Red Cross, Tech4EduSim/CINTESIS@RISE, Oliveira de Azeméis, Portugal), Fernanda Principe (Northern Health School of Portuguese Red Cross, Tech4EduSim/CINTESIS@RISE, Oliveira de Azeméis, Portugal).
Presenter	António Manuel dos Santos Ferreira

Background/relevance
HEI have the opportunity for internationalization of curriculum by developing Collaborative Online International Learning (COIL) programs and reach students expectations for a global health educational. Working in an international environment provide an international outlook and intercultural competencies development.

Aim
COIL HEALTH4ALL aim to prepare future nurses, to cooperate and achieve international awareness of evidence best practices in the field of health and wellbeing, in answer to the actual health demands of the society.

Methods and materials
In COIL HEALTH4ALL: Facing global health challenges in Nursing education, nursing students from three university in Europe (Portugal, Spain and the Netherlands) were teamed up in groups. The project is divided 6 steps. Each step implies the preparation of tasks to carry out the exchange successfully: 1) Kick of meeting: Introduction of the COIL and group assignment; 2) First virtual exchange: get to know each other by sharing information about personal lifestyle, cultural domains, social network, family relationship, nursing studies; 3) Synchronized 1st Helpdesk Group Sessions (optional): provide students with a helpdesk to develop the project; 4) Second virtual exchange: students will work/discuss a public health topic previously chosen; 5) Synchronized 2nd Helpdesk Group Sessions (optional); 6) Synchronized Closure Sessions: sharing testimonies and E-posters developed by students group. Assessment of COIL and closing. Therefore, qualitative data was collected through E-poster concerning COIL impact. Content analyze was provided.

Outcomes
Participate 180 students (Portugal = 57; Spain = 55 and the Netherlands = 68) in groups of 3 students (one per HEI). All identified COIL as a unique opportunity of internationalization at home. Students reported the possibility to develop their intercultural competencies, and simultaneously be able to address personal and academic issues focus on nursing associated with global developments and challenges. Most students also reported to acquire an international mindset focus on global health needs and nursing profession development.

Conclusions/Future direction
COIL helps students to develop intercultural competence, specifically cultural intelligence and is an important strategy for internationalization of curriculum. Further research needs to be carried out on the impact of COIL, and its interaction with other internationalization practices, to further understand its potential.

Title	Suicide prevention training for nursing students with VR tool.
Institution	UCLL
Authors	I. Ackermans (University of Applied Science, UCLL); A. Wanzeele (University of Applied Science, UCLL), C. Schalenbourg (University of Applied Science, UCLL)
Presenter	Ilse Ackermans

With 3 suicides per day in Flanders and 5 per day in Belgium, suicide prevention is crucial. One strategy involves training individuals who can play a key role in detecting suicidal tendencies, such as nurses. It is essential that future caregivers receive training on how to initiate in conversations with individuals expressing suicidal thoughts. Suicide prevention training currently involves group role-playing, emphasizing 'peer pressure,' 'willingness to make mistakes,' and 'vulnerability.' Advocates call for safer, authentic training environments.

The purpose of this study is to measure the impact of suicide prevention training with VR tool among nursing students using a questionnaire.

Participants were recruited via a call to nursing students on a digital learning platform. The research design consisted of three phases: 1) a theoretical introduction to suicide and suicide prevention, 2) suicide prevention simulation exercise (VR tool) and 3) completing a questionnaire. The questionnaire asked whether learning had taken place about the general basic principles of suicide prevention and whether or not the willingness, self-certainty and confidence to have a conversation about suicide increased after the simulation training with VR tool.

Nearly 72% of the 59 participants feel more willing to make contact, feel more confident to recognize and question signals, more confident to assess severity, have learned about general basics and are willing to make interventions. Over 71% feel more confident after the impact training to recognize signs that indicate thinking about suicide. Over 72% are more likely or completely agree that they feel more willing to think about appropriate interventions with the person after training with the VR tool. UGent created a theoretical framework about the impact of a solid VR simulation training. The theoretical model predicts a 3.8% reduction in suicide attempts through robust VR training, along with a 1.36% decrease in deaths by suicide.

The expectation that the application through the VR tool can serve as suicide prevention training is fulfilled: Students feel more willing and more competent to start the conversation about suicide.

Title	Aging Simulation Suits in healthcare education allow students to experience challenges of being an elderly patient: fostering empathy and increased awareness of patient's needs.
Institution	Amsterdam University of Applied Sciences
Authors	M. Wijbenga (Amsterdam University of Applied Sciences), M. van Egmond (Amsterdam University of Applied Sciences)
Presenter	Jan-Jaap Voigt

Our innovative Aging Simulation Suits project exemplifies the transformative potential of simulation in healthcare education, particularly in fostering empathy and competence among future healthcare professionals. The project centers around the use of specialized Aging Suits, designed to simulate the physical and mental challenges faced by elderly individuals.

This immersive approach enables healthcare students to step into the shoes of elderly patients, and experience firsthand the limitations and struggles that accompany aging. By integrating the Aging Simulation Suits into our curriculum, students are provided with a unique educational tool that not only enhances their clinical skills but also deepens their empathetic understanding of elderly patients. Furthermore, these suits allow students to safely and realistically practice essential healthcare skills in a controlled environment, where errors become learning opportunities rather than risks to patient safety.

A key feature of our project is the use of peer-simulated patients, where students interact with one another in scenarios that closely mimic real-life situations. This method fosters a collaborative learning environment and enhances the realism of the training, preparing students for the complexities of real-world healthcare settings and internships.

The benefits of this simulation module are manifold. For one, it increases students preparedness for clinical practice. Additionally, by cultivating a deeper sense of empathy and understanding towards the elderly, the module contributes to improving patient safety and the overall quality of care provided by future healthcare professionals. Pre- and post-simulation assessments provide valuable insights into the development of empathy and technical skills, ensuring that the educational objectives are met and that the training is both effective and impactful.

Thus, our innovative Aging Simulation Suits project not only prepares students for their future roles in healthcare but also instills in them the empathy and compassion necessary to provide high-quality care to our aging population. This project stands as a testament to the power of simulation as a learning method and its critical role in revolutionizing health education.

Title	Multidisciplinary Simulation Sessions as a Methodology for Quality-Enhancing Processes in Obstetric Emergencies.
Institution	PXL University of Applied Sciences and Arts
Authors	V. Mas (PXL University of Applied Sciences and Arts, Hasselt, Belgium)
Presenter	Lies Willems

Background/Relevance

Critical situations during pregnancy, labor, delivery, and the immediate postpartum period are characterized as obstetric emergencies. These complications are often unpredictable and unavoidable, underscoring the need for timely recognition and appropriate interventions, to prevent maternal and fetal morbidity and mortality. Effective teamwork, technical skills and accurate protocols are essential in managing these high-stakes scenarios (Yucel et al., 2020).

Aim

This project focused on improving the quality of care provided during obstetric emergencies by conducting multidisciplinary simulation sessions for health professionals and students. The primary objective is to enhance the simulation sessions to accurately reflect real-life obstetric care scenarios and improve the quality of both the sessions and debriefings.

Methods and Materials

The project involves adapting the infrastructure to better replicate real-life obstetric care settings. It utilized the Plan-Do-Check-Act (PDCA) cycle for continuous quality improvement, focusing on critical factors in obstetric emergencies. Multidisciplinary teams take part in simulation trainings, designed to enhance teamwork and technical skills. Each session involves thorough debriefings to identify and address areas for improvement. Data collection includes pre- and post-simulation assessments, surveys, and debriefing analyses to measure the effectiveness of the training.

Outcomes

The project aims to improve the quality of simulation training and debriefings, with the goal of better preparing obstetric teams. This includes improvements in teamwork, technical skills, and adherence to protocols during obstetric emergencies. Additionally, the project aims to foster quality improvements at both the micro level (obstetric teams) and the meso level (hospital or institution).

Conclusion/Future Direction

The effectiveness of multidisciplinary simulation sessions in improving teamwork and technical skills, and refining protocols has been well documented (Fransen et al., 2020; Yucel et al., 2020). The success of this project underscores the potential of simulation-based training to improve the quality of obstetric care. Future plans involve broadening the project’s scope to include a wider range of obstetric emergencies and refining the training based on ongoing feedback and results. The ultimate goal is to establish a sustainable model for quality improvement in obstetric care at both team and institutional levels.

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