

children presenting with common medical emergencies while enhancing student's use of clinical tools such as the SBAR framework.

Methods Fourth year Medical students, undertaking their Child Healthcare module, alongside third year children's nursing students, each participate in a simulated scenario based on a common paediatric emergency. The student group are observed by both facilitators and their peers, who provide constructive feedback on aspects of performance including patient safety, situational awareness, communication, clinical skills and decision making.

Results Students were invited to complete a validated questionnaire composed of Likert-scales to determine their reactions to the simulated learning experience. Focus groups were used to further explore these experiences. The results suggest that students evaluate this learning activity very positively and have stated that they value the opportunity to exercise clinical judgement and decision making skills without endangering the child. Other comments have included:

'I think we should have much more exposure to SimBaby training'

'SimBaby is a very useful, practical and memorable learning tool'.

A recent evaluation revealed that 94% of paediatric trainees who helped facilitate at SimBaby® felt it had improved their teaching skills, whilst 82% stated that this project had enhanced their ability to provide constructive feedback. To-date this SimBaby® project has achieved two prestigious prizes, a University Teaching Award in 2008 and a Research award (2009).

Conclusion SimBaby® is an important initiative within a portfolio of IPE projects, providing a highly valued learning opportunity for both medical and nursing students and those healthcare professionals involved in facilitating the sessions.

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OVERSEAS ELECTIVES, EXPENSIVE HOLIDAYS OR VALUABLE LEARNING EXPERIENCES, A REFLECTIVE EVALUATION

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Aim To identify the knowledge and skills pre-registration nursing and midwifery students develop whilst engaging in an overseas elective placement

Methods As a multicultural society the UK provides many opportunities to care for people from diverse backgrounds, thus, developing cultural sensitivity is an important aspect of pre-registration nurse education in the UK. To this end one of the Nursing and Midwifery Council essential skills clusters states that 'People can trust a newly qualified graduate nurse to engage with them and their family or carers within their cultural environments in an acceptant and anti-discriminatory manner free from harassment and exploitation'.¹ It has been suggested that an overseas elective placement can assist in the development of cultural knowledge and sensitivity² although the literature addressing this issue is sparse. Given the costs an overseas elective can incur one must therefore consider the value of such a placement as it could be argued that these skills can be developed here in the UK. In beginning to address this question a reflective evaluation of the teachers facilitating the elective placements and the students who embarked on overseas elective placements to 3 African countries was carried out, with a view

to identifying the wider skills and knowledge an overseas elective placement can provide for pre-registration nursing and midwifery students.

Results The on-going evaluation indicates that students were more aware of the cultural differences in both the care delivered and the healthcare systems following the placement however what was also apparent was the development of other important skills including self-awareness; communication; organisational and time management skills; risk management; reflection and decision making skills.

Conclusion Anecdotal evaluation suggests that an overseas elective, whilst costly, does provide valuable and diverse learning opportunities, beyond just the development of cultural knowledge and sensitivity, for pre-registration nursing and midwifery students. This said, further more formal evaluation and research is required.

REFERENCES

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WORKING WITH PARENTS AND HEALTH-CARE PROFESSIONALS TO DESIGN, DEVELOP AND PRE-PILOT THE PARENT LEARNING NEEDS AND PREFERENCES ASSESSMENT TOOL: THE PLANT STUDY

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Aims The purpose of the paper is to present a recently completed, multicentred project, the Parent Learning Needs and Preferences Assessment Tool (PLAnT) study, in which we designed, developed and pre-piloted a tool to promote a standardised, multi-disciplinary approach to assessing parents' learning needs/preferences. Health-care professionals spend considerable time teaching parents to safely manage their child's long-term condition/s at home. However, previous research that explored the ways professionals teach parents, and the ways parents learn to manage their child's condition, identified a need for a robust method of assessing parents' learning needs as professionals can find it challenging to individualise parents' skill and knowledge development.

Methods Phase 1: Data from qualitative interviews with 10 parents and 13 multi-disciplinary team professionals from 11 British children's kidney units about their learning/teaching experiences were used to develop the PLAnT. Participants were then asked to comment on the PLAnT via qualitative interviews or an online survey. Phase 2: Thirteen parents were each then paired with one of nine professionals to test the PLAnT; feedback on the experience of administering and completing the PLAnT was then sought from these 22 participants via qualitative interviews. Data were analysed using Framework Analysis.

Results This presentation will explore and discuss development of the PLAnT, and the three key themes that emerged from phase 2 as we piloted it with professionals and parents.

Purpose: Why ask parents' about their learning needs/preferences? To gain feedback on professionals teaching or identify prospective needs?