



Abstract G37 Figure 2 Process of presenting at the nursing journal club (n = 18)

framework.⁴ A predetermined rubric guided marking. Post competition, with ethics committee approval (HREC-33167), all hospital nurses received an anonymous online survey invitation. Demographic, Likert scale and freeform information was collected. Questions elicited attitudes and perceived barriers or facilitators to JC. Freeform data was themed. Survey completers could provide separate details to win a voucher.

Results Compared to the previous year there was a significant increase in JC attendance (2013 mean = 22 vs. 2012 mean=10, t-test $p = 0.00001$). Full online survey responses were received from 289/1674 (response rate 17.3%) of sent invitations (non-attendees $n = 224$, attendees $n = 65$ (18 presenters)).

Overall, attendees reported JC had a positive impact on their professional engagement, as shown in Figure 1. Presenters rated highly the JC format as it developed skills and increased JC confidence, as shown in Figure 2. Freeform themes indicated issues of time, session location, JC advertising and increased topic variety.

Conclusion A competition format can increase nurses JC engagement and participation. Further work is required to establish applicability of this format to other settings.

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G38(P) EVALUATING A SERVICE TO SUPPORT MENTORS AND MENTORING IN STUDENT HEALTH VISITOR EDUCATION

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10.1136/archdiscchild-2015-308599.38

The government believes early intervention, ensuring families get the best start, will help to build a strong and stable society (DH 2011). The Implementation Plan 2011–15 (DH 2011) detailed the need to invest in a robust health visiting service, by increasing health visitor numbers by 50%. One key deliverable was increased training places delivered by Higher Educational

Institutions and supported by Practice Teachers in the community setting. To facilitate the extra training places for students, the Nursing and Midwifery Council (NMC 2011) produced guidance in utilising mentors, usually involved in pre-registration student nurse training, to work alongside the Practice Teachers in educating health visitor students.

This project involved participants in a process of inquiry to evaluate a service delivered by Practice Teachers, to support mentors and mentoring in Student Health Visitor education. Consideration of Stringer and Genat (2004) Look, Think and Act approach to Action Research led to the development of the research plan. A purposive sample of Practice Teachers, Student Practice Teachers and mentors participated. Data was collated through semi structured interviews, transcribed verbatim and analysed utilising a framework analysis approach.

The key findings were a positive evaluation of the support for mentors through supervision sessions, the lack of support around preparation of the mentors, the lack of support from management and the importance of support from team members. Failing students were seen as problematic. Willingness and an interest in education were crucial mentor attributes and future training was seen to lie with Practice Teachers and not mentors. Recommendation for practice highlighted the work that Practice Teachers and managers need to undertake in developing group supervision sessions, determining the future roles of Practice Teachers and mentors, evaluating the mentor training sessions and considering systems to support mentors with failing students.

G39(P) THE ROLE OF SIMBABY® IN ADVANCING UNDERGRADUATE NURSING AND MEDICAL EDUCATION

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10.1136/archdiscchild-2015-308599.39

Aims Since inception in 2006 an Inter-professional Education (IPE) project has become embedded within Children's Nursing and Medical Curricula at an internationally recognised university. Inter-professional high-fidelity simulation teaching using SimBaby® has been developed to provide an integrated approach to student learning and highlights the importance of teamwork, mutual respect and understanding of the roles of other professionals. It aims to assist students in developing the fundamental knowledge and skills required to assess and manage