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, while 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.

**References**