Aims Equality and diversity are strongly embedded within the ethos of the National Health Service (NHS) and diversity is a ubiquitous part of mandatory training. Despite this training, many healthcare professionals across all ranks either face racism or witness racism. Often racism is not addressed openly and effectively in the clinical work areas. To discuss such a sensitive topic, we used a different approach in our hospital; an educational session to trainees using simulation scenarios. In doing so, we aimed to improve awareness, create a discussion about racism and improve awareness about how to act when racism or discriminatory comments are witnessed.

Methods After discussion with leaders and stakeholders within our NHS trust, we sensitively designed two communication scenarios using experiences from reported incidents. Firstly, a participant was asked to speak to an actor playing a parent of a child with an acute illness. The parent had just made a racial insult towards a colleague, although the actual insult was not used in the scenario. Secondly, a participant was asked to speak to an actor playing a 15-year-old admitted to a paediatric ward with an acute mental health crisis, who made a racial insult towards a colleague. The scenarios were followed by a debrief of the participants and observers, by trained facilitators. The participants were signposted to online resources and the trust guideline was discussed. We obtained participant feedback through a pre- and post-simulation questionnaire.

Results 9 doctors attended our pilot session, including paediatric trainees, GP trainees and Foundation doctors. The pre-course questionnaire highlighted the prevalence of racism in the National Health Service; 22% of attendees had suffered from racist or discriminatory behaviour in the workplace, and 55% of attendees had witnessed racist or discriminatory behaviour in the workplace directed at a colleague. However, extra care must be taken to ensure that the simulation can be used to have these challenging conversations while also increasing awareness of existing resources. Most participants actively participated in the debrief and most of comments were positive, with comments such as ‘finally addressing an important topic’. Two doctors said it felt ‘unpleasant’ to perform the simulation in front of colleagues which generated much discussion amongst the faculty. A facilitator offered a personal debrief to this doctor to ensure psychological safety.

Conclusion Many of our participants had experience of suffering from, or witnessing, racism in the workplace. We showed that simulation can be used to have these challenging conversations while also increasing awareness of existing resources. However, extra care must be taken to ensure that the simulation environment is psychologically safe for all. We have taken on the feedback and in the future, we will consider inviting a psychologist for the debrief, are recording videos of semi-scripted scenarios to debrief, offer 1:1 debriefs and signpost participants to support available within the trust.
Conclusion Success is attributable to having YP at the centre of the production; ensuring the authentic voice of YP being broadcast. Comprehensive session planning and technology was paramount. We acknowledge that video interviewing is becoming a required skill for doctors and that our sessions help JDs to acquire these skills e.g. leaving enough time for a response may mean lengthy pauses. To make online sessions enjoyable, YPAHung know we need icebreakers, strict schedules, short activities, webcams on and small groups plus:

- Allocation of roles e.g. zoom/jamboard manager, actor, observer, time-keeper, feedback-er etc
- Explanatory document with ground rules, acknowledging safe space and explaining technology
- Live technical issues group on WhatsApp for facilitators on the day
- Consent to zoom recordings and register
- Debrief, feedback and attendance certificates

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Our ultimate goal for this year is to run a healthcare careers fair for sixth-formers planned for March 2022, involving healthcare professionals from a variety of specialties, both inside and outside of clinical medicine. We would aim to provide students with a taste of healthcare careers they may not have otherwise considered.

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Entertainment Without Barriers- An Opportunity To Connect With And Inspire The Next Generation

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