

Enhancing Interprofessional Working and Learner Confidence through Multiprofessional Simulation across Primary and Secondary Care in the Foundation Programme

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BACKGROUND

Simulation-based education is widely used within Foundation training to support patient safety, clinical decision-making and communication skills; however, much of the literature focuses on undergraduate learners or single-profession delivery.^{1,2}

Early postgraduate clinicians face distinct challenges, including increased clinical responsibility, time-pressured decision-making and the need to work effectively across professional boundaries.³⁻⁷

"The Multiprofessional Foundation School developed primary and secondary care simulation programmes to mirror real-world clinical teams."

METHODS

Foundation doctors, trainee pharmacists and physician associates attended simulation training days.

- Participants completed pre- and post-simulation confidence ratings using 1–5 Likert scales.
- Free-text feedback was collected alongside quantitative data.
- Quantitative data were analysed descriptively and qualitative responses underwent thematic analysis.



"Simulation-based interprofessional education bridges the gap between theory and practice, building confidence and collaboration across healthcare teams."

KEY INSIGHT

RESULTS

Across both programmes, learners reported improved confidence following simulation. Enhanced interprofessional working was the most frequently reported benefit.

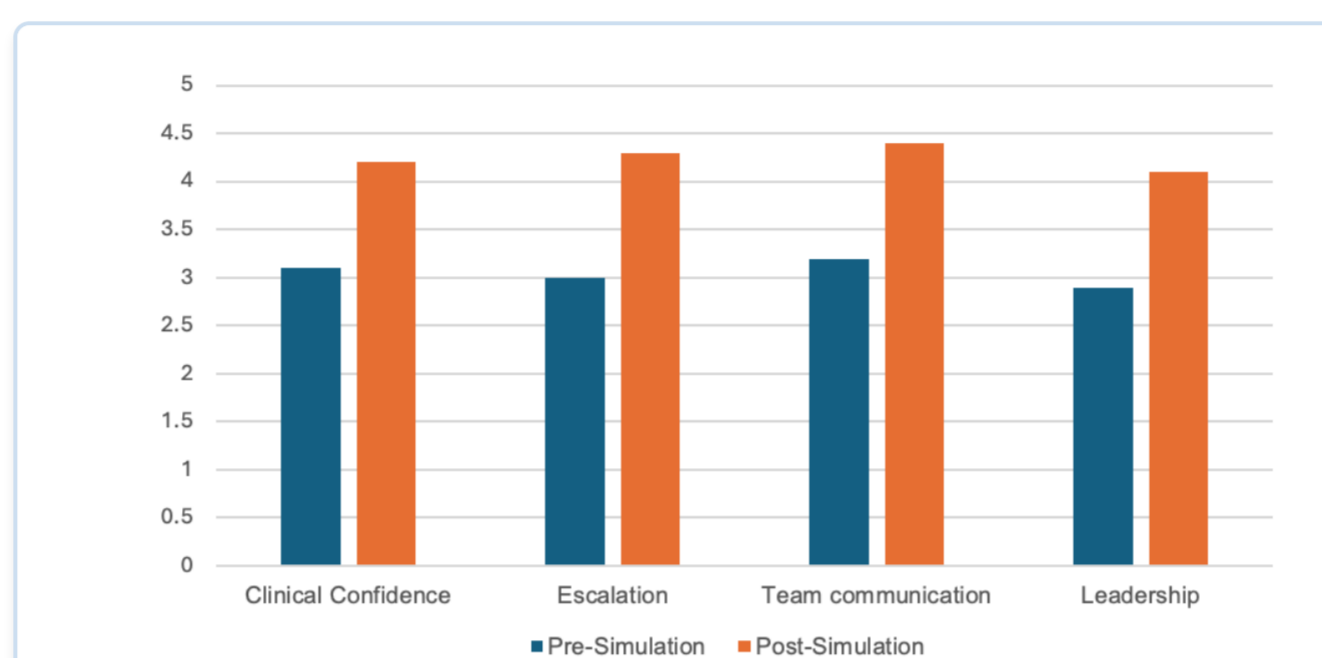


Figure 1 - Secondary Care Confidence Gains

Post-simulation improvements were seen in clinical confidence, escalation, communication, and leadership. This demonstrates the impact of multiprofessional secondary care simulation on early postgraduate capability.

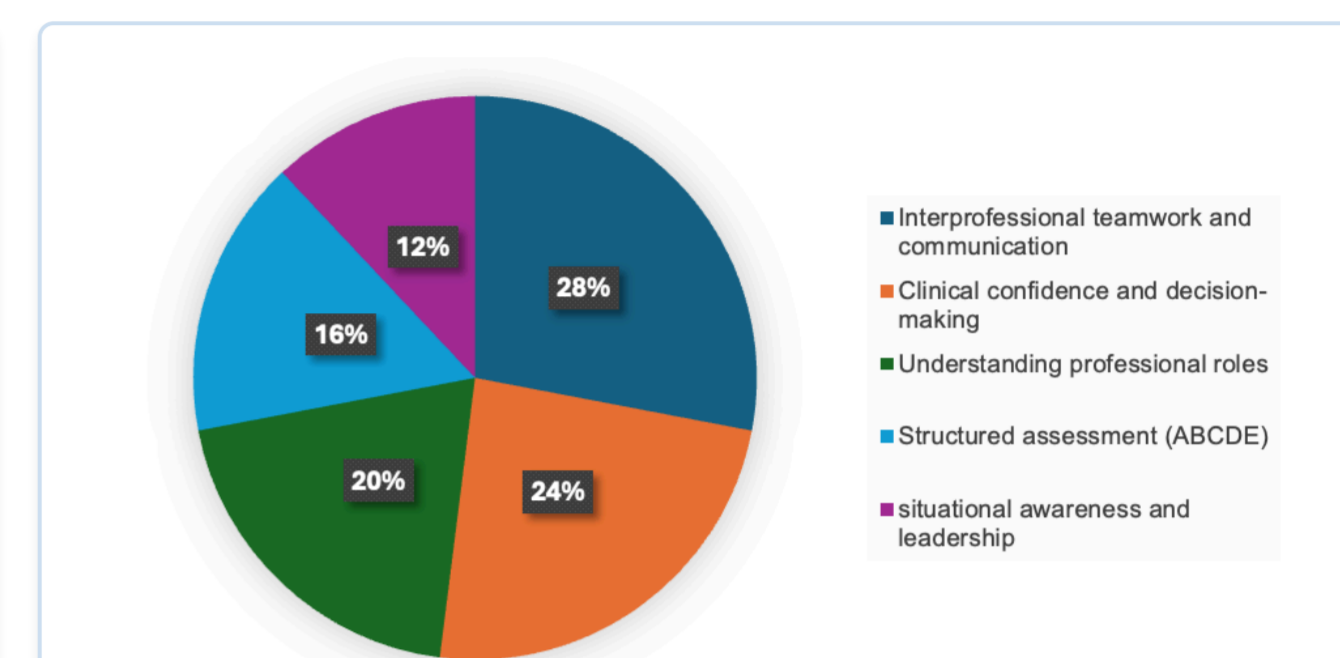


Figure 2 - Interprofessional Working as the Key Benefit

Teamwork, communication, and role understanding were the most frequently reported improvements. Interprofessional learning emerged as the central outcome of simulation.

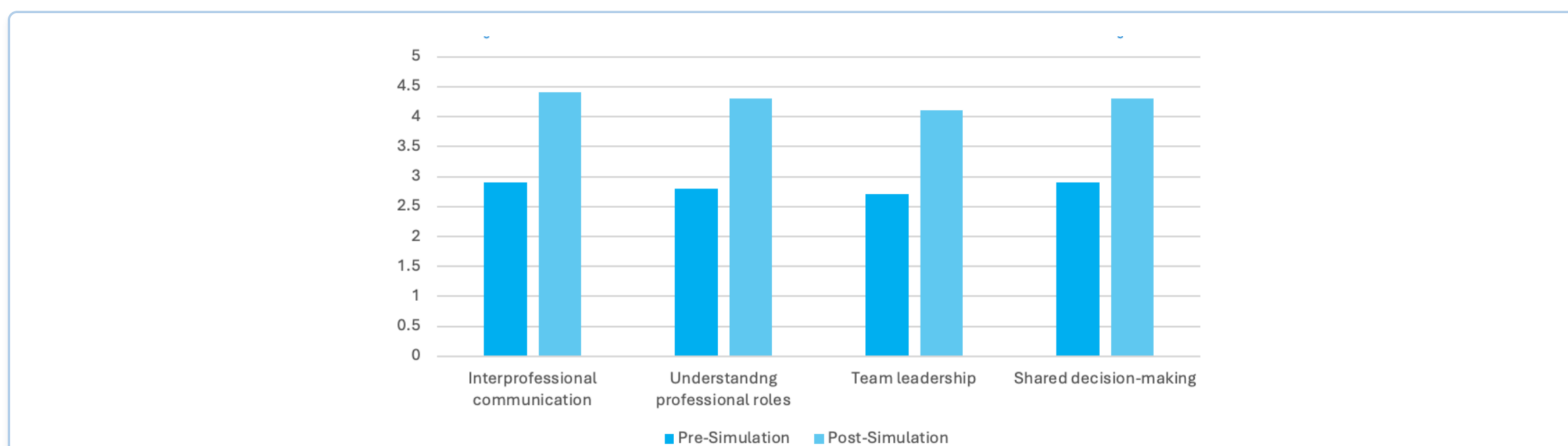


Figure 3 - Improvements in Collaborative Team Skills

Learners showed gains in communication, shared decision-making, and leadership across professions. These are core competencies for safe multidisciplinary care.

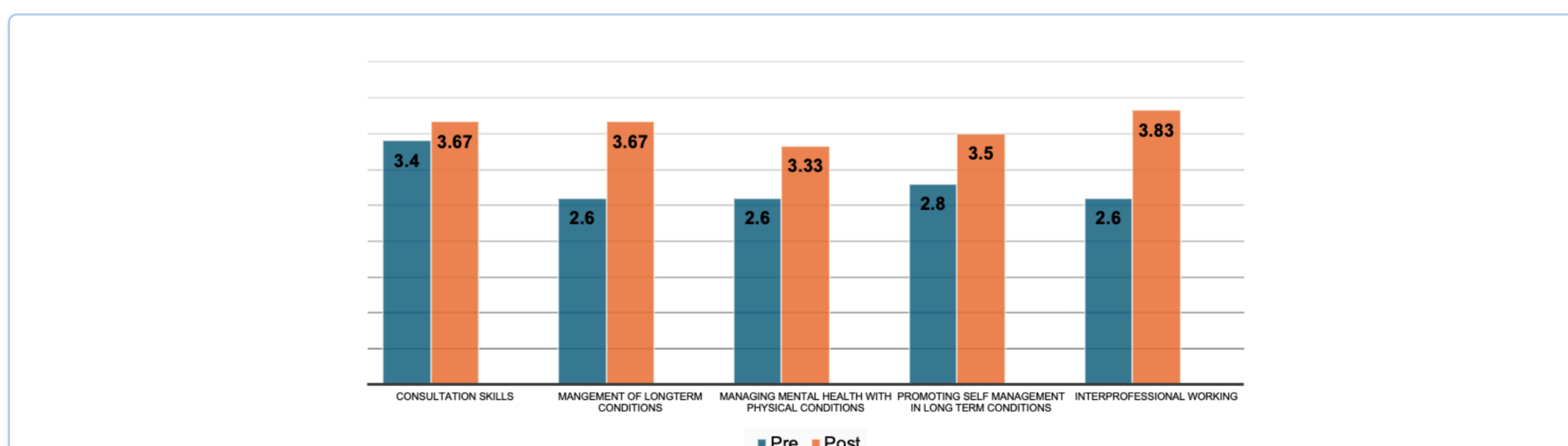


Figure 4 - Primary Care Confidence Improvements

Confidence increased across all domains, greatest in long-term condition management and use of the wider healthcare team. This highlights the relevance of multiprofessional simulation to community practice.

Conclusion

Multiprofessional simulation delivered across both primary and secondary care enhances learner confidence and interprofessional working within Foundation training.

The use of multiprofessional faculty during debriefs appears to be a key mechanism underpinning these benefits, offering authentic preparation for collaborative clinical practice.



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