

Evaluating student perceptions of engaging in interprofessional simulation experience: a mixed methods study

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INTRODUCTION

Ongoing changes in healthcare require graduates to be better prepared to work within interprofessional teams to meet increasingly complex patient needs. Interprofessional simulation offers students opportunities to develop clinical and collaborative competencies essential for future practice in a safe, controlled environment prior to real-world application^{1,2}.

Interprofessional simulation is a key strategic priority of the National Simulation Office³, and while its effectiveness is well documented in nursing and medicine, research examining allied health students' experiences of interprofessional simulation remains limited, particularly in the Irish context.

OBJECTIVE

To explore the attitudes & experiences of allied health students participating in a 2-day Interprofessional Simulation Experience (ISE).

METHODS

- Design: mixed methods study.
- Ethics: obtained from UL EHS REC.
- ISE: facilitated in UHL simulation lab & physiotherapy gym June-Nov 2025 during clinical placements.
- Participants: 28 allied health students (physiotherapy, occupational therapy & dietetics) divided into interdisciplinary teams.
- 2-day ISE across 2-week period:
 - **Day 1:** Information gathering & subjective Ax.
 - **Day 2:** Objective Ax, intervention and discharge planning.
- Structure: Pre-briefing and de-briefing sessions facilitated by practice tutors; scenarios included older adults & oncology patient cases.
- Outcome measures:
 - Student's Perceptions of Interprofessional Clinical Education Revised (SPICE-R2) measured changes in perceptions of interprofessional education & collaboration.
 - Satisfaction with Simulation Experience (SSE) Scale measured participant satisfaction.
 - Semi-structured focus groups (n=4) explored participant experiences of the ISE.
- Analysis: Descriptive statistics (SSE), paired t-tests (SPICE-R2), thematic analysis (qualitative data).

REFERENCES

1. Robson, K., Parnell, T., Smith-Tamaray, M., Lustig, K., Hoffman, L., Davidson, W.R., Wells, C. and Hayes, K. (2023) "The use of clinical simulation to support development of interprofessional skills and understanding: Perspectives from allied health students", *Focus on Health Professional Education: A Multi-Professional Journal*, 24(2).
2. Marion-Martins, A.D. and Pinho, D.L. (2020) 'Interprofessional simulation effects for healthcare students: A systematic review and meta- analysis', *Nurse education today*, 94, 104568.
3. National Simulation Office (2023) *National simulation strategy for Ireland*, Dublin: Health Service Executive.

RESULTS



Physiotherapy
(N=12)



Occupational
Therapy (N=8)



Human Nutrition &
Dietetics (N=8)

Table 1. SPICE-R2 Results (N=27)

Scale/Subscale	MD ± SD	95% CI	p-value
SPICE-R2 Total	-5.3 ± 3.9	[-6.81, -3.71]	< .001
Teamwork	-2.1 ± 1.8	[-2.78, -1.37]	< .001
Roles	-2.1 ± 1.9	[-2.86, -1.36]	< .001
Patient outcomes	-1.1 ± 1.5	[-1.67, -.47]	.001

MD= mean difference (negative values indicate increase post-ISE), SD= standard deviation, CI= confidence interval

Table 2. SSE Results (N=27)

Scale/Subscale	Min	Max	Mean ± SD
SSE Total	72	90	82.8 ± 5.6
Debrief & Reflection	36	45	42.3 ± 3.1
Clinical Reasoning	19	25	22.2 ± 1.9
Clinical Learning	15	20	18.3 ± 1.7

Min= minimum score, Max= maximum score, SD= standard deviation

Figure 1. Qualitative Themes

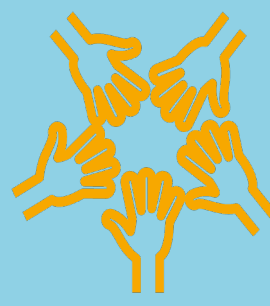
Psychological Safety

Educational Value

Skill Development &
Interprofessional
Learning

Fidelity, Environment,
set-Up

RESULTS



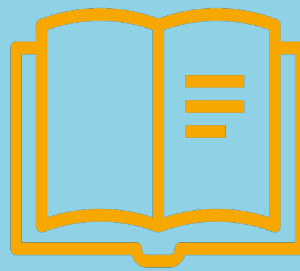
Significant increase
in interprofessional
attitudes



High satisfaction with
simulation experience



Improved knowledge,
skills & confidence



Valuable peer
learning
experience



Supports
curriculum
integration

CONCLUSION

- Interprofessional simulation can significantly improve allied health students' attitudes towards teamwork, role clarity and collaborative practice.
- Findings support the integration of interprofessional simulation within allied health education.

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