opportunities and planned supervision. It may be difficult for junior doctors to navigate the planning process, as hierarchy and power structures in Danish hospital departments can be vague and opaque. The current educational counsellor system is believed to be flawed compared with classic staff management structures.

Job satisfaction, well-being, and flexibility of junior doctors in training is enhanced if roster planning is carried out with an eye for their well-being, working conditions and continuous training. This entails transparent leadership and management and carrying out roster planning with involvement, trust, and cooperation.

REFERENCES
4. OECD Health Working Paper No. 130 The Economics of Patient Safety Part IV. Safety in the Workplace Occupational safety as the bedrock of resilient health systems

Abstracts

MEASURING THE EFFECTS OF SIMULATION TRAINING FOR 3RD YEAR NURSING STUDENTS: AN EXPERIMENTAL STUDY

1Hanne Selberg, 2Simon Fuglsang, 3Carter Bloch. 1University College Copenhagen; 2Aarhus University

Introduction This case study has examined the functioning and effects of simulation training within the bachelor’s level nursing program at Copenhagen University College (KP). The study involved a range of data collection methods to better understand the various potential effects of simulation. The study was part of the Pathways to the Improvement of Quality in Higher Education (PIQUED) project, funded by the Danish Ministry of Higher Education and Science.

Research question What are the effects of simulation training on knowledge gained, skills performance, critical thinking, and self-confidence for nursing students?

As simulation has become increasingly prevalent in nursing education, there has been a growing need for research on the effects of simulation (Mancini et al., 2019). A large number of studies have been conducted in the last 10-15 years, utilizing a range of qualitative and quantitative approaches (Hayden et al., 2014; Laschinger et al., 2008; Lapkin et al., 2010; Husebø et al., 2018; Yuan et al., 2012). However, the results of many of these studies have been unclear, often having small sample sizes, lacking control groups, and with some results pointing to positive effects of simulation while others fail to find any.

This study took an alternative approach, studying the effects of expanding simulation training for nursing students rather than using it as a substitute.

Methods The study conducted a controlled field experiment within the nursing program at the University College Copenhagen. 10 classes (approximately 40 students each) were block randomized into an intervention and a control group. The control group participated in a standard 5th-semester program (including a 3-hour simulation program), while the intervention group participated in an extended 3-day simulation program including full-scale simulation scenarios, peer-to-peer (P2P) sessions, and SMART GOAL Debriefings. The intervention group also participated in an additional 2-day simulation program in the 6th semester, where students were undertaking clinical training.

Surveys were conducted both prior to and immediately after simulation training, and covered self-assessment of technical and non-technical skills, expectations, stress levels, and perceived outcomes (Fuglsang et al., 2022). Additional data were collected at the end of clinical training in the 6th semester to measure the persistence of any initial effects. Data on before (after the 4th semester) and after (end of 5th and 6th semester) differences in grade point averages was also collected (Fuglsang et al., 2022).

Results Students in the intervention group who received extended simulation training reported markedly higher levels of professional self-confidence immediately after training. This effect for confidence in technical skills was double the size of the effect for non-technical skills. The effects on self-confidence in technical skills persisted at the end of the following semester for those that received low-intensity clinical training (health cares in a non-hospital setting). Students in the treatment group gained a small (though statistically insignificant) relative increase in grade attainment after the 5th semester, though this difference dissipated over time.

The study indicates that simulation training has substantial positive short-term effects on the professional self-confidence of nursing students and appears to have smaller positive effects on knowledge acquisition. Most of these effects are crowded out by other factors over time (notably intensive clinical training), but might have long-term positive effects for those that receive less intensive clinical training experiences. These results thus provide an indication that simulation training as part of nursing education can be used as an effective tool to support the transition to clinical training and practice.

REFERENCES