Healthcare, BMJ Simulation and Technology Enhanced Learning, and BMC Advances in Simulation) were examined from the first published issue of each journal until the final issue of 2018. Data extracted related to authorship of papers published in each of the three journals (i.e., type of article; gender of first and last authors; country and affiliation of first and last authors) and editorialship at each journal (i.e., the gender of each member of the journal’s editorial board).

Summary of results A total of 873 studies (49.5% original research, 50.5% non-research) met the inclusion criteria. Table 1 presents the gender comparison of first and last authors, and editorial board members for each journal. First and last authors were predominantly male across all journals. Further, with the exception of a female Editor-in-Chief of one journal, and a greater proportion of female than male associate editors in another, gender disparities across the remaining categories of editorial boards existed.

Discussion and conclusions Male overrepresentation in authorship and editorialship was evident across the included journals, with female representation rates similar to those of previously conducted studies across a range of medical fields such as psychiatry, surgery and paediatrics.

Recommendations Considering publication in peer-reviewed journals, and serving on editorial boards, is considered an important indicator of academic productivity and success, and serves as a means of influencing discourse and practice in a field, future efforts should focus on actionable strategies to improve rates of female authorship and editorialship.

REFERENCES

P86 DEVELOPING A NEAR-PEER SIMULATION FACULTY: OUR EXPERIENCES
Matthew Aldridge*, Edward Miles, Thomas Cairns, Oliver Owen. North Bristol Nhs Trust, Bristol, UK
10.1136/bmjstel-2019-aspihconf.183

Background Near-peer learning has been shown to be beneficial to both learners and near-peer tutors (NPTs). NPT led sessions benefit from rapid rapport building with learners due to the relatability of tutors and their ‘informed insight’. Simulation training in particular relies on good rapport with learners to create psychological safety, and is therefore well suited to the NPT approach. This approach also helps to engage developing educators in simulation-based education (SBE) at an early stage in their careers.

Summary of work At North Bristol NHS Trust we have developed a train-the-trainer course to empower postgraduate year 1–2 (PGY1-2) doctors. Following this course participants are invited to attend a subsequent ‘live’ simulation for other PGY1-2 doctors as NPTs, where they receive close support from more experienced simulation faculty.

Discussion and conclusions We are very encouraged by the feedback received by our NPT faculty during courses for fellow PGY1-2 doctors, and suggest this reflects the benefits of NPT ‘informed insight’ allowing quick rapport building to create a psychologically safe environment. Furthermore this approach has significantly bolstered our available simulation education faculty, allowing increased delivery of simulation education across our institution.

Recommendations Developing educators acting in an NPT role can be a valuable asset to any institution using SBE. A targeted train-the-trainer course with specific post-course supervised practice is an effective method of supporting NPTs, and could easily be adopted in other institutions.

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1. Rashid MS, Sobowale O, Gore D. A near-peer teaching program designed, developed and delivered exclusively by recent medical graduates for final year medical students sitting the final OSCE. BMC medical education. 2011 December;11(1):11.

P87 AN EXPLORATION OF SELF-CARE IN DEBRIEFING AND FUTURE RECOMMENDATIONS
1,2Marcela Schilderman*, 1Hannah Iannelli*, 1,2Camilla Tooley, 1Chris Attoe. 1South London and Maudsley Hospital, London, UK; 2Maudsley Simulation, London, UK
10.1136/bmjstel-2019-aspihconf.184

Background Near-peer learning has been shown to be beneficial to both learners and near-peer tutors (NPTs). NPT led sessions benefit from rapid rapport building with learners due to the relatability of tutors and their ‘informed insight’. Simulation training in particular relies on good rapport with learners to create psychological safety, and is therefore well suited to the NPT approach. This approach also helps to engage developing educators in simulation-based education (SBE) at an early stage in their careers.

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