

Improvement in student confidence in wardround non-technical skills following simulation

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Abstract

Background

Traditional undergraduate medical education prepares students inadequately for their Foundation Year One role on clinical ward rounds (1). Final-year student confidence has been undermined by the COVID-19 pandemic and reduced face-to-face patient encounters (2). Ward round simulation may help improve student confidence in non-technical skills (3).

Methods

We conducted paired 7-point Likert-like questionnaires of final-year medical students before and after a simulated ward round. Student responses were analysed using paired t-Test to determine whether the simulation had evoked a change in confidence in non-technical skills.

Discussion

There was statistically significant improvement in confidence of students in almost all non-technical domains. Students likely develop confidence in information gathering early in undergraduate education; followership is a relatively new field of study and medical students receive less training in, and opportunity to practice, these skills. Simulation remains a key tool in engendering confidence in nontechnical skills in medical students.

References (maximum three)

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