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Exploring the impact of a simulation based educational intervention (IMASS Integrated Medical and Surgical Simulation course) on 5th year medical students' confidence as a marker of readiness to engage with Foundation Programme (FP)

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Objective: The main objectives of the study are to track the impact of simulation intervention on confidence and explore qualitatively the value of simulation for undergraduates.

Methods: A mixed methods study was used for evaluation of repeated measures over time with exploration of emergent themes. Final year students (n=94) from two UK Universities underwent a simulation course with structured debriefing using a Sim Man 3G® and part task trainers. Learning outcomes mapped to Tomorrows' doctors and FP curriculum. Self-expressed confidence scores in 19 domains were collected. Baseline scores collected immediately prior to course (1=none and 10=very), repeated immediately after (n=94), one-week post (n=79) and one month into FP (n=58). Thematic analysis was performed on facilitated focus group data. Data was analysed on SPSS v21 with ANOVA and Bonferroni correction for repeated testing.

Results/Findings: Confidence scores increased significantly, post course ($F(2.48, 148) = 49.98$, $p = <0.001$). Mean baseline confidence score was 5.88 (SD 1.2) (range 3-8), increased to 7.22 (SD 1) immediately post course ($p<0.001$), 7.4 (SD 0.8) at one week ($p=0.655$) and 7.8 (SD 1) one month in to FP ($p=0.15$). Main emergent themes were 'practise under pressure', 'responsibility', inter-professional learning, specific personalised debriefing and realism.

Conclusions: A simulation based intervention had a positive impact on confidence with effect maintained into FP. Added value of simulation was opportunity to practice under pressure, grade pressure and complexity, consequence learning and development of situation awareness, decision-making and judgement skills.

Biography

Reeves F is in her final year of PhD in Medical Education. Her work follows on from a twelve-month leadership and simulation fellowship in Yorkshire. She is a year 4 Urology Registrar and currently works as simulation and patient safety lead at the University of East Anglia, Norwich while completing her PhD. She has developed a fully integrated simulation based curriculum at Norwich Medical School for years 1 to 5, runs and supports inter-professional learning sessions and delivers human factors workshops for Norwich undergraduates and postgraduates. She is simulation lead for a nationally run urology registrar induction programme in the UK.

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