

## **Improving junior doctors confidence in management of surgical patients on call**

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**Background:** Surgical teaching is often an area of weakness for medical students and junior doctors. Often these fundamentals are only fully understood when starting a surgical placement at work. The aim was to use near peer teaching to enhance the leadership skills of the teacher and the understanding of the student. There was an emphasis on open discussions to allow juniors to discuss common problems and solutions encountered during on-calls

**Methods:** Two party consensuses were reached regarding the relevant topics for the presentation series. Pre-course data, post-course data and tutor feedback was taken using a digital questionnaire. Data was pseudonymised by obtaining respondent post codes allowing linkage of pre-course and post-course data. Likerts scale was used to analyse the data. Finally, a 4 part teaching series (A-E assessment, perioperative surgery, medical problems in surgical patients and surgical problems in surgical patients) was created using a spiral curriculum.

**Results/Findings:** There was an overall predominance from agree to strongly agree in three of the four teaching sections. The teaching section dealing with surgical problems in surgical patients showed low confidence pre-course (66% strongly disagree) and this moved to 75% stating strongly agree post-course. Multiple respondents noted the interactive nature as being the most useful aspect of the course.

**Conclusion:** Junior doctors experience low levels of confidence especially when dealing with acute surgical situations, commonly encountered on-call. The use of teaching strategies such as interactive teaching was an area deemed particularly valuable when improving confidence when dealing with these issues on call

### **Biography**

Esther Idowu has complete a BSC in Human sciences at University College London and proceeded to a graduate entry medical degree (BMBS) at Nottingham university. She has since completed her foundation training in South England/London deaneries and is currently working as a Core surgical trainee in East of England deanery, she has a specialist interest in artificial intelligence and education.

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