

## Medical Students Preparation for Practice

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### Method:

To ensure through simulation that medical students feel prepared for clinical practice as a junior doctor by improving their skills in assessing a deteriorating patient. DaSH and HYMS began working together to provide simulation for the fifth year medical students at the end of October 2016. This was to give the students the opportunity to hone their skills in applying the structured ABCDE approach while dealing with a deteriorating patient in a simulated scenario. The organisation work closely with HYMS and started to integrate individual simulation scenarios for all fifth year students who were on their NLaG rotation. The simulations were delivered on both main sites of the organisation using simulated patients scenarios to meet the curriculum requirements of the students. Each medical student undertook two different scenarios that were accurately setup to replicate a bay on an acute medical ward or in A&E. Local faculty at both sites were utilised to deliver these well received sessions. Doctors of all grades and members of DaSH were on hand to provide individual feedback to each medical student after their scenario. The groups were involving on average ten students with one medical student taking part in the scenario and the other medical students observing via a live stream. The medical students were benefiting by observing other students and also learning from their own simulated experience.

### Results:

At the end of each HYMS Simulation each student completed a feedback form. The feedback that has been received is encouraging and the data suggests that the students now feel more confident in their ability to use the structured ABCDE assessment when dealing with a deteriorating patient. In addition, the medical students highlighted the usefulness of the scenario in the improvement of their communication skills and the effective use of communication tools like SBAR, simulation can promote the use of excellent communication<sup>2</sup>. Some of the comments of the Medical Students are displayed below.

- I received detailed and constructive feedback that I can use to improve my practice
- I have learnt the importance of sticking exactly to structure of the ABCDE assessment
- Good scenarios- excellent to get the opportunity to practice treatment of different cases
- Airway management talk in our debriefing session with the consultants was enlightening
- Very diverse cases medical and surgical cases

### Discussion:

From the results we can see that the students feel more confident in dealing with a deteriorating patient, which other studies have also shown<sup>3</sup>. Following these simulation scenarios we feel this will leave the medical students better prepared for their clinical commitments as an FY1 and the medical students also confirmed this enhanced their learning. We reflected on suggestions made by the students from their feedback and effectively we made changes in the simulation sessions for the future such as the integrating a faculty demonstration and providing group scenario briefing.

### References:

1. Watmough, S., Box, H., Bennett, N., Stewart, A., and Farrell, M. (2016). Unexpected medical undergraduate simulation training (UMUST): can unexpected medical simulation scenarios help prepare medical students for the transition to foundation year doctor? *BMC Medical Education*. 16 (110). doi: 10.1186/s12909-016-0629-x
2. Lowry, M. (2016). Improving student nurse skills with simulation. *Nursing Times*; online issue 13: 4-6.
3. Durham, C. F. & Alden, K. R. (2008). Enhancing Patient Safety in Nursing Education through Patient Simulation. In: R. Hughes (Ed.), *Patient Safety and Quality: An Evidence-Based Handbook for Nurses*. Agency for Healthcare Research and Quality: Maryland.