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Yates, Natasha; Brazil, Victoria A.; Braganza, Shahina; Spooner, Anne; Smith, Jane W

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STAR – SIMULATION TRAINING AND RESILIENCE

A pilot intervention in final year medical students

Natasha Yates, Victoria Brazil, Shahina Briganza, Anne Spooner, Jane Smith



Doctors need to be resilient

Working in healthcare is challenging. Improving Doctors' resilience has many potential benefits, for individuals and the healthcare system as a whole. Increased resilience may improve performance, enhance communication and co-operation, and decrease burnout, absenteeism and depression.

Resilience is a mind-set and a skill-set and can be developed.

Aim

1. To determine whether a simulation-based intervention will measurably improve resilience in final year medical students.
2. To investigate what elements of this approach are helpful, and what can be changed/improved for future interventions.

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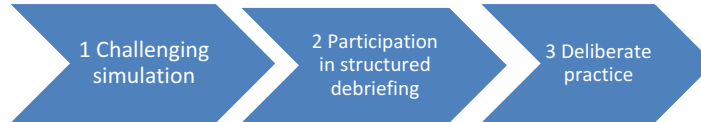
Intervention: simulation training

Final year medical students will undergo simulation training in a challenging scenario.

Debriefing will occur with two evidence-based methods for improving resilience:

1. Reflective practice
2. Active coping skills

They then re-enter the scenario and deliberately practice the skills they have just reflected on and learnt.



Example Scenario:

Participants are asked to assess a patient who has high blood pressure. The patient is increasingly rude to the nurse who is looking after her/him, and then starts making disparaging remarks about the participant. Any response from the participant is met with more rudeness from the patient who starts swearing and shouting.



Measurement

1. Conner-Davidson (CD-RISC)
2. Brief-COPE
3. Self-Compassion Scale

These will be measured pre and post the intervention

Qualitative interviews will also be conducted

