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STAR – SIMULATION TRAINING AND RESILIENCE

A pilot intervention in final year medical students

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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.

References

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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

