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Can simulation foster resilience in medical students?

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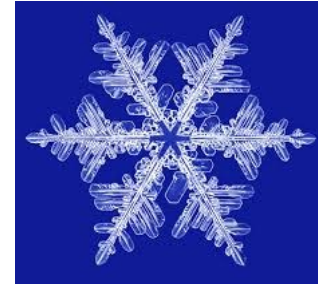
CAN SIMULATION FOSTER RESILIENCE IN MEDICAL STUDENTS?

Natasha Yates, Eve Purdy, Shahina Braganza, Nemat Alsaba, Anne Spooner, Jane Smith, Victoria Brazil



Resilience

Adversity
Growth
Skillset
Mindset



2 – 5 September 2019, Gold Coast

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Important



Teachable



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Methods

- 1 Challenging scenario
- 2 Participation in structured debriefing
- 3 Deliberate Practice

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Methods – scenario 1



Students 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 student.

Any response from the student is met with more rudeness from the patient who eventually starts swearing and shouting.

Debriefing

Reflective practice

Active coping

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Results

Theme 1: Differing perspectives as a source of conflict

Theme 2: Shifting perspectives to resolve conflict



Subthemes of Theme 2 (shifting perspectives):

Listening and talking: *“... I also learnt just the power of just listening to people. Sometimes you don’t have the answer but if you just let them talk, then sometimes that helps a lot.”*

Experiencing: *“I think we need more of these kind of simulations... until you actually put yourself in a scenario and work through it yourself, I don’t think you ever quite grasp it.”*



Results

Theme 3: Validating experiences and coping strategies

“It was valuable to see that all doctors experience these scenarios...”

‘Theme 4: Outside and Inside’ - tension between the external and internal self



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Let's talk!

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