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## Can simulation foster resilience in medical students?

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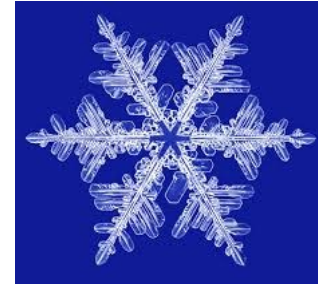
# CAN SIMULATION FOSTER RESILIENCE IN MEDICAL STUDENTS?

**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*



# CAN SIMULATION FOSTER RESILIENCE IN MEDICAL STUDENTS?

**Let's talk!**

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