



# Virtual On-Call



Does a simulated on-call session increase the preparedness of final year medical students?

## Background

Simulation style teaching is becoming increasingly popular as a means to teach medical students. Simulated teaching on-call sessions have shown to be useful in improving students' preparedness and confidence for the progression from final year medical student to foundation doctor.

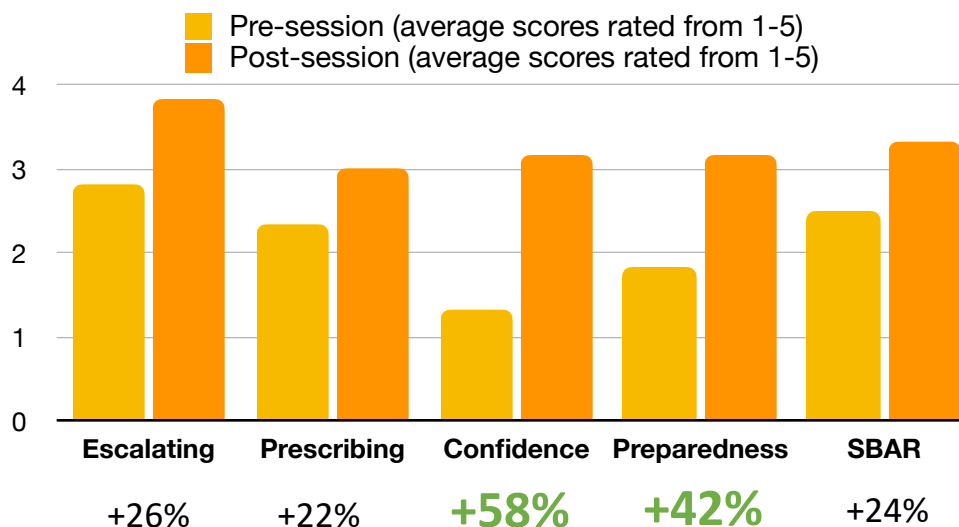
## Method

Six students were given the simulated responsibilities of an on-call F1 doctor covering the wards. For an hour they were tasked with answering calls from the facilitators and heading to the wards to carry out simulated tasks. Students were asked to rate their confidence in the following domains before and after the session.

Domains included clinical decision making, working under pressure, prioritisation, **escalation of care, prescribing, data interpretation, confidence in progressing, preparedness for their first on call and SBAR handover.**

## Results

A graph comparing the average pre and post-session score across 5 domains



The greatest changes in pre and post scores were observed in the students' rating of **confidence and preparedness** heading into their first on call.

## Discussion

The results showed a positive increase across all domains. More importantly in the domains of confidence and preparedness which was the main aim of the teaching session.

Our results are in fitting with the rest of the research on the topic. However, a greater sample size is needed to conclude the usefulness of this teaching style.

## Conclusion

Currently, we are in the process of finding a way to integrate it into the medical teaching programme across Wales.

This different approach has the potential to make a difference in how we prepare medical students for the transition to becoming junior doctors. Aiming to create safer and more confident doctors entering the workforce.