

**Background and aim:** Within health care provision many case history assessments are now performed online [1], with students expected to utilize a variety of virtual platforms in a safe, effective and professional manner.

**Aim:** To approximate a real environment for students to practice virtual skills of case history assessment with service users.

**Objectives:** Student development of: 1. Virtual communication skills (verbal, non-verbal, active listening, respect), 2. Clinical reasoning and interpretation, and 3. Reflective skills facilitated by debrief.

**Activity:** Simulation preparation including revision of musculoskeletal assessment and familiarization with virtual ground rules linked to HCPC Guidance on Conduct and Ethics [2].

42 students participated, split into groups of 14 for each virtual simulation session with a total of 5 service users briefed beforehand. Initial warm-up activities in breakout rooms were used to familiarize students with use of the online platform and to facilitate virtual communication skills. Groups of 4 students planned and undertook a virtual musculoskeletal case history with a service user.

The Diamond structure for simulation debrief [3] was facilitated by Faculty staff involving the service users and peers; enabling further development of the students' clinical reasoning and interpretation. Students reflected on their own performance using a simulation checklist as a resource, closing the loop by creating an action plan prior to their first practice placement.

**Findings:** 25 students voluntarily completed an anonymous questionnaire linked to their virtual experiential learning activity. 75% strongly agreed and 21% agreed that the simulation was helpful in their development for placements (see Figure 1-A122).

Thematic analysis of good aspects of the activity identified 4 main themes:

- 1. Benefits and realism of service user involvement compared to actors or peers
- 2. Development of virtual communication and assessment skills
- 3. Richness of involvement of service users in the debrief
- 4. Usefulness of warm up activities using virtual technology

Suggestions for improvement showed 2 main themes around increasing planning time and more opportunities for simulation with service users.

Findings demonstrated the simulation aims and objectives were met with students positively reporting that the activity was helpful in their learning ahead of practice placements - enabling development of virtual communication, clinical reasoning/ interpretation and reflection through debrief.

**Conclusion:** Approximation of a real environment for students to practice virtual case history assessment incorporating service users offers a rich educational example that aligns well with practice and sustainability in the current healthcare environment and is highly valued by students.

**Ethics statement:** Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

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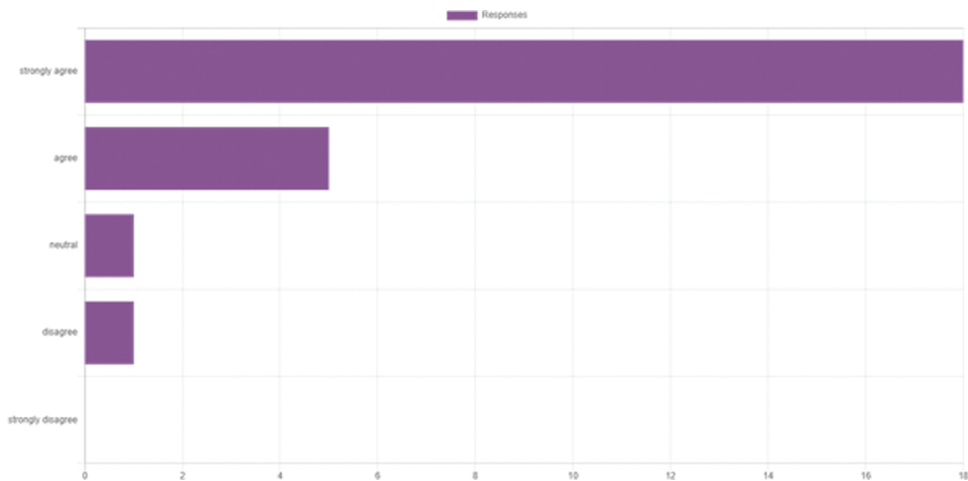
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EDUCATION

A105 THE USE OF SIMULATION TO DEVELOP CONFLICT RESOLUTION SKILLS IN PRACTICE FOR PRE-QUALIFYING PHYSIOTHERAPY STUDENTS

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**Figure 1-A104:** Graph to show student response that virtual musculoskeletal simulation with service users was helpful in their development for placements

**Background and aim:** Conflict is a consistent and unavoidable issue within healthcare [1], both within interdisciplinary teams and during therapeutic interactions. Confidence to manage conflict and its resolution using effective communication are considered essential graduate skills [2]. Studies have shown that by integrating simulated scenarios into conflict resolution training allows students to improve academic practice in group settings and even demonstrate more positive views towards conflict [3]. Simulation can potentially provide a safe and supportive learning environment in which students can develop the necessary skills and confidence to manage conflict, through the use of realistic and challenging scenarios and structured debrief.

The aim of this evaluation was to determine the effectiveness of using simulation for conflict resolution training in developing confidence prior to placement for pre-registration MSc and BSc Physiotherapy students.

**Activity:** 22 Pre-Registration MSc and 42 BSc Physiotherapy students participated in a newly developed conflict resolution simulation as part of their first year Developing Values Based Professional Practice module. This consisted of three clinical scenarios; 1) Interdisciplinary team communication and scope of practice; 2) Maintaining confidentiality and managing challenging behaviour; and 3) Managing unrealistic expectations which align with Core Skills Training Framework (CSTF) [2]. Each scenario was followed by an interactive debrief period, led by a trained facilitator. The students were invited to complete an anonymous online post-session evaluation regarding their perceived level of confidence and competence in managing challenging scenarios in practice.

**Findings:** There was an overall response rate of 77% (48 respondents in total; 13 MSc and 25 BSc students), 27% were pre-registration MSc students and 73% were BSc students. 98% were active in each of the three scenarios as either a Physiotherapy student in the scenario or as an active participant in the post scenario debrief. Following the simulation scenarios, 92% of students felt either 'a little confident' or 'very confident' in managing challenging behaviour on placement and 94% of students felt either 'a little confident' or 'very confident' having a conversation with a patient around managing their expectations. 96% of the students rated the session as 8/10 or above in terms of benefit for preparation for practice (Figure 1-A105).

**Conclusion:** Student satisfaction scores suggest that simulation is a useful tool to enhance pre-registration MSc and BSc Physiotherapy students' conflict resolution skills required for clinical practice. Additional research into how the development of these skills carry over into placement is warranted.

**Ethics statement:** Authors confirm that all relevant ethical standards for research conduct and dissemination have been met. The submitting author confirms that relevant ethical approval was granted, if applicable.

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CONTENT

A106 'FY1 FOR A DAY' AN IMMERSIVE PROGRAMME TO PREPARE FINAL YEAR MEDICAL STUDENTS FOR FOUNDATION TRAINING

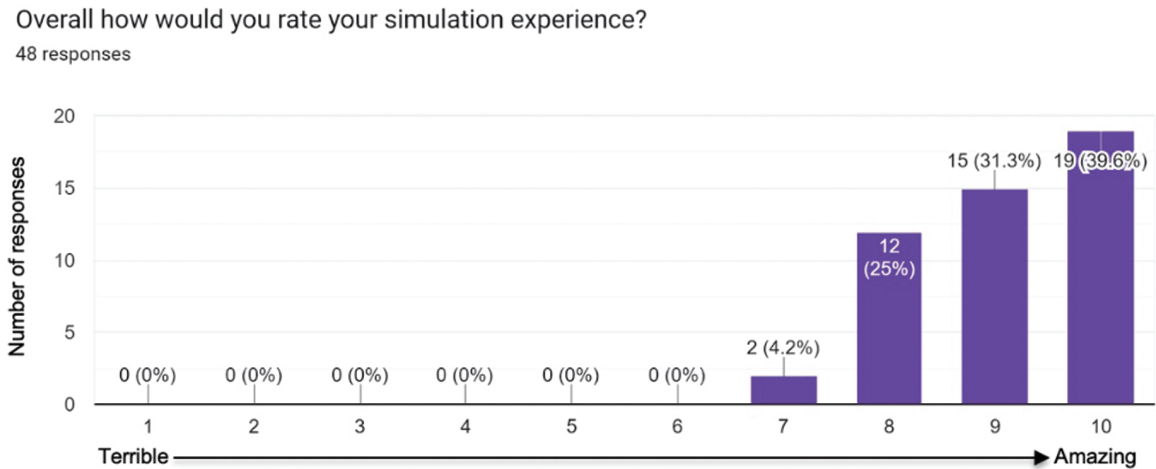
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**Background and aim:** Final year medical students are often anxious about commencing foundation training and feel underprepared for the practical responsibilities they are expected to conduct independently [1]. Consequently, a full day programme was created to facilitate immersive simulation of a typical working day of a Foundation Year 1 (FY1) doctor.

**Aim:** To provide an enriching programme empowering final year medical students to experience the practical aspects of foundation training (including areas of expressed difficulty), whilst creating a safe and realistic learning environment and providing opportunities for interprofessional learning and near-peer teaching.



**Figure 1-A105:** Graph to show student response that the overall conflict resolution experience was well received and considered to be an 8 out of 10 or higher