

ORIGINAL RESEARCH

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DOES LEARNING FROM SBE LAST? - IMTSIM IMPACT SURVEY

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10.54531/DPXD7878

Introduction: Simulation based education (SBE) is integral to the Internal Medical trainee (IMT) curriculum (1). As a centre, we have developed a run-through series of courses delivered annually to IMT doctors across the region in years 1-7 of their training- IMTSim. The learning objectives for these courses are curriculum mapped and incorporate spiral learning to build on key topics. Data collected through pre- and post- course questionnaires suggest that trainees find our courses enjoyable and beneficial to their professional development. As data on the longer term benefits of SBE is limited, we felt it important to evaluate

the ongoing impact of our courses via a 'one year on' impact survey.

Methods: A 'one year on' survey was developed for each of our individual IMT courses, allowing the questions to be specific to learning outcomes at different levels of training, and distributed to all doctors who attended our courses between August 2022 and 2024. Questions focused on the application of candidates' learning during IMTSim to their every-day practice, and their thoughts on SBE as a whole. Qualitative data underwent thematic analysis by two individuals. Quantitative Ordinal Likert scale data was analysed using non-parametric statistical tests.

Results: 'On the day' surveys showed a significant difference in pre- and post-course ratings of knowledge of human factors, non-technical skills and the role of debriefing, as well as confidence ratings across a range of skills appropriate to specific learning outcomes at different levels of training. Around 200 doctors attend our IMTSim courses each year, and a total of 60 respondents contributed to our follow-up impact survey, with significant numbers reporting use of the skills/ themes explored during our courses in their everyday practice. When asked about SBE as a whole, significant

numbers reported that they felt it was more impactful (87%) and more focused on the individual learner (78%) compared to more traditional teaching modalities.

Discussion: Our data demonstrates immersive simulation has longer term impact on IMT doctors. Learning continued to be retained at one year post-course, with individuals going on to use and implement skills learned within their routine clinical practice.

Ethics Statement: As the submitting author, I can confirm that all relevant ethical standards of research and dissemination have been met. Additionally, I can confirm that the necessary ethical approval has been obtained, where applicable.

REFERENCES

1. JRCPTB 'Curriculum for General Internal Medicine (Internal medicine stage 2) training (2022)'. Royal College of Physicians. Available from: https://www.gmc-uk.org/-/media/documents/gim---internal-medicine--stage-2--2022-curriculum-final-july-2022_pdf-91723907.pdf. Accessed 23 April 2025.