

## Implementing and improving the first phase of virtual on call module to Transition to F1 teaching block for final year medical students at a teaching hospital

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### Background

Final year medical students in UK Medical Schools often undertake a teaching block known as transition to F1 which equips them with experience regarding how to prioritise patients according to clinical need along with time management skills with the help of their peers who are one-year senior to them. Virtual on call is a module that we designed within the block that focus learning around on calls. Our project focused on the implementing and improvement of this new module at a teaching hospital under the South Thames foundation school.

### Aim

Increase the level of confidence for medical students regarding on calls and associated skills not commonly taught elsewhere in the curriculum:

- Time management and prioritisation
- Handover and interprofessional communication

### Method

The first session of virtual on calls (VOC) were run after working hours with junior doctors handing over simulated jobs and final year medical students acting as F1s. Paired with a student, the tutors would bleep the students further simulated jobs around the hospital, with a debriefing session after completion.



Surveys were sent out to the medical students after each session using survey monkey and data combined. 5 out of 7 students responded.

Implementation 1 was to include scenarios designed from the curriculum followed by the medical school. Between PDSAs the scenarios were refined, with objective statements being added and one scenario being identified as unworkable in the context of the VOC.

### Conclusion and Future Aims

Allowing for the VOC scheme being cut short by Covid-19, the initial phase of this program achieved its aims.

100% students during PDSA1 expressed that the sessions were appropriate for the level of their training. With an average of 5 star rating, all students expressed they felt more prepared for their first on call as a doctor after the session. PDSA2 did not show any significant changes after implementation 1, likely due to the low number of responses/sample size.

This year we aim to expand to the whole trust, with new stations added to the program. We hope to run many more dates (and associated PDSA cycles) through this academic year as suggested by the previous students. This will allow improvement to be demonstrated not only within the teaching program, but in those students that participate multiple times throughout their tenure at the teaching hospital.

*The aims and format of this session were clearly explained*

5.0★  
average rating  
★★★★★

*This session was appropriate for my level of training*

5.0★  
average rating  
★★★★★

*Teachers were approachable, knowledgeable and helpful*

5.0★  
average rating  
★★★★★

*I feel more prepared for my first on call as a doctor after this session*

5.0★  
average rating  
★★★★★

*I would recommend the virtual on call program to other medical students*

5.0★  
average rating  
★★★★★