



IMPACTS OF REALISTIC SIMULATION MONITORING ON MEDICAL STUDENT LEARNING



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ABSTRACT

INTRODUCTION: The teaching initiation program (PID) is an opportunity offered by the faculty to students who, when starting with teaching activities, have systematic access to new pedagogical practices. This incentive aims to familiarize the student with the daily life of the profession, as well as to provide experiences and help them choose their specialty. In addition, the student, when practicing such activities, has the benefit of a teaching-learning tool that corroborates the obtaining and fixation of contents, ensuring patient safety and reducing morbidity and mortality related to iatrogenesis. From the simulation, the experience of an event just like the real one is guaranteed, in a safe environment. In addition, access to the simulation environment enables the student to develop some soft-skills such as: improving leadership attitudes, decision-making and teamwork.

Keywords: Mentoring. Simulation in Health. Training.

INTRODUCTION

The teaching initiation program (PID) is an opportunity offered by the faculty to the academic who, when starting with teaching activities, have systematic access to new pedagogical practices. This incentive aims to familiarize the student with the daily life of the profession, as well as to provide experiences and help them choose their specialty. In addition, the student, when practicing such activities, has the benefit of a teaching-learning tool that corroborates the obtaining and fixation of contents, ensuring patient safety and reducing morbidity and mortality related to iatrogenesis. From the simulation, the experience of an event just like the real one is guaranteed, in a safe environment. In addition, access to the simulation environment enables the student to develop some soft-skills such as: improving leadership attitudes, decision-making and teamwork.

OBJECTIVES

The purpose of this summary is to present the benefits of the academic when teaching tutorials during graduation. In addition to showing how such an activity implies the learning and development of soft-skills in the student's career.

METHODOLOGY

An experience report was made by a group of students who underwent the process of initiation to teaching in the disciplines: Pediatric Advanced Life Support and Neonatal Advanced Life Support. An advanced search was performed through the keywords available on the DeCS/MeSH platform, such as: mentoring, health and simulation training. Once this was done, some articles related to the following platforms were found: LILACS, Scielo and Pubmed.

RESULTS AND DISCUSSIONS

The guiding principle of active methodologies is the autonomy of the student, making him the protagonist of his educational process. The teacher, in turn, has the role of moderator, facilitator and guide in the construction of knowledge. In this process of medical training, the active methodology based on realistic simulation (RS) has gained more and more space, because, in addition to combining practice with acquired knowledge, it allows the following to be improved: emotional self-control, leadership, teamwork and clinical reasoning in various contexts of medical activity.

From the simulation, the experience of an event just like the real one is guaranteed, but in a safe environment. From the student's perspective, this method allows them to

simulate ideal conditions and apply knowledge with its magnitude and fullness, with the possibility of reflecting on their own mistakes. From the patient's perspective, developing competencies and skills in the student is beneficial, as it guarantees less iatrogenesis. Thus, ensuring possibilities of variations in content and levels of difficulty, preventing potential risks to patients, considering that it is a learning practice that does not use real patients, making it safe and ethical.

Regarding the results obtained, it was important to develop soft-skills in the students, as they reported gains in the skills of leading groups, development of self-control in the emotional part, teamwork and clinical reasoning. In addition, it is a safe and ethical learning practice, since it does not use real patients.

According to the references used, there are benefits when it comes to the participation of the HCP, since students develop medical skills at an early age, being able to stand out as more empathetic professionals and in the job market. The students participating in the experience agree to provide personal information for the definitive conclusion of the work, thus contributing with one more evidence of the qualities of the teaching initiation project.

Realistic simulation monitoring not only contributes to the improvement of technical skills and the development of interpersonal skills, but also positively impacts students' self-confidence. Recent studies indicate that simulation promotes a learning environment that allows the student to apply theoretical knowledge in a practical and safe way, resulting in a more robust and complete learning experience. In addition, the regular practice of simulations has been associated with a significant improvement in preparedness for emergency situations, reducing errors and increasing patient safety (SILVA et al., 2023).

CONCLUSIONS

After the monitoring, it was concluded that the experience in Initiation to Teaching in Advanced Life Support generated positive impacts on the education of students, as it enabled contact with simulated scenarios, learning in a safe environment and theoretical and practical knowledge. With this, we can enhance the development of skills and competencies essential to the future doctor.

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