



Psyching Up: A Quality Improvement (QI) Project to Boost Medical Student Confidence in Core Psychiatric Competencies with Bedside Teaching

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Introduction

AIMS:

- *Primary:*
 - Increase quantity and quality of formalised clinical teaching
 - Improve students' confidence in four core skills (psychiatric history, formulation, mental state exam (MSE), risk assessment) ('Core Skills')
- *Secondary:* increase median Likert confidence score (1= 'not confident' to 5= 'extremely confident') by ≥ 1 per skill (Plan-Do-Study Act (PDSA) Cycle 1).

HYPOTHESIS: Small-group, specialist-led, bedside teaching would increase students' confidence Core Skills.

BACKGROUND: Medical student feedback highlighted lack of formalised clinical teaching, low student confidence in Core Skills.

"...it's way more difficult to have large group teaching in psychiatry due to the nuance and subtleties in patient engagement. It was really beneficial to have a trained doctor observing my manner and giving personal pointers"

Methods

Design: QI project (PDSA Cycle 1)

Participants: 5th-year medical students on psychiatry placement in NLFT (2-3 students per session)

Intervention: Three weekly 90-minute bedside teaching sessions by either psychiatry higher trainees (HT) or clinical teaching fellow ('Task Group') on Core Skills with individualised feedback provided to students after observing their interviewing.

Data: Pre- and post-intervention surveys using Likert scales and free-text qualitative feedback.

Results

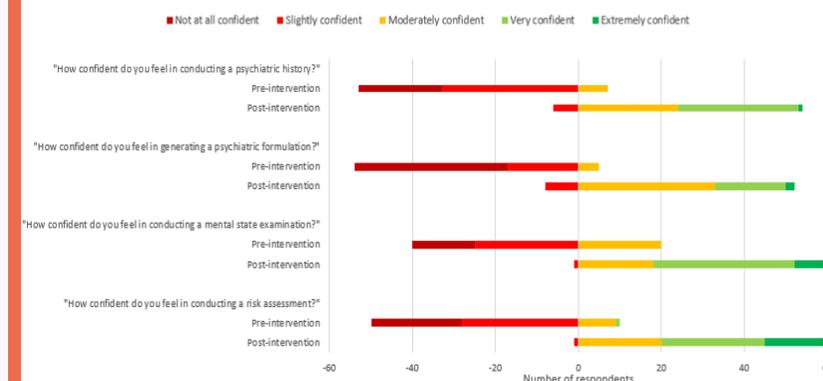
Average 12.3 teaching sessions provided by Task Group per week across five hospital sites.

Significant increase of median confidence score (2.00, <0.01) on Likert scale in all Core Skills using Empirical Tests for Increase in Median

Qualitative feedback themes:

- supportive learning environment
- facilitator quality
- individualised feedback
- more sessions requested

Results - QIP Cycle 1



"you can feel yourself getting more confident and having a better flow with each teaching session...."

Conclusions

- Specialist-led bedside teaching significantly improved self-rated student confidence across Core Skills
- The intervention also addressed previously identified gaps in lack of formalised teaching
- Future PDSA cycles
 - Expand teaching opportunities to other doctors to help make scalable and sustainable
 - Incorporate prescribing skills
 - Develop multimodal resources (eg a podcast)

