these clinical skills. Average confidence was 2.39 out of 5, rising to 3.12, 2.46, 3.71 and finally 4.0 after each consecutive session (Figure 1).

Improvement in confidence was also seen in all four clinical domains. The area in which students demonstrated least confidence was Procedural Skills.

Discussion, conclusions and recommendations The programme is now part of the ongoing 3rd year student placement at Altnagelvin General Surgical Unit, currently running for the 5th time, and so further data is being collated. Data so far reinforces the value of simulated scenarios as a teaching method, and not solely as an assessment tool. Introducing a simulated skills programme not only enhances medical student confidence in clinical skills but also in their approach to OSCE examinations.

REFERENCES

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**SC21** SIMWARS IRELAND: INTERVARSITY COMPETITION FOR MEDICAL STUDENTS IN EMERGENCY MEDICINE

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Background SimWars Ireland was founded in 2017 at University College Dublin (UCD) as an intervarsity competition for medical students with a special interest in Emergency Medicine. Its primary aim is to increase the practice of simulation education among students.

Project description Medical students from 1st year to 5th year in Ireland’ 6 medical schools train over the course of the academic year, with their respective inter disciplinary coaching teams, consisting of; Paramedics, Nurses, NCHD’s, Consultants and Fire Service Personnel, to have a chance to win the title and host the next SimWars Ireland at their medical school. Technical emergency management skills and Human Factors skills are taught, practiced and debriefed in a simulated environment to medical students. After an initial semifinal, held within the respective medical schools in November, the winning group of students and their respective coaching teams compete in a national competition to win the SimWars Ireland title. Two hundred students participated in the 2019 final in UCC’s ASSERT Centre (https://ASSERT.ucc.ie)

Discussion The type of learning experienced by the SimWars competitor, emphasizes experiential learning, and introduces patient case scenarios based on real Emergency Department patient presentations such as, abdominal aorta aneurysms, Myocardial Infarction and Upper Gastrointestinal Bleed among others. During the training session debriefs, faculty using structured debrief methods, aim to maximize student learning and translate the lessons learnt to assist the students in applying their learning to improve real clinical performance. This type of learning also offers opportunities for those watching and instructing, as every person involved in the competition can benefit from observing and reflecting on decision making, as well as viewing and discussing practice variations across disciplines and institutions. SimWars combines a group-learning format, peer learning and individual skill assessment to enhance knowledge and skill performance.

Conclusion Medical Students are enthusiastic to participate in and learn and practice their clinical skills in this competition setting. This competition model has application for teaching and learning for other clinical domains and healthcare disciplines, with potential to provide opportunities for future research and human factor training through simulation.

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**SC22** TEACHING EMERGENCY ASSESSMENT TO MEDICAL STUDENTS (TEAMS): INTRODUCING MEDICAL STUDENTS TO AN ABC APPROACH USING VIRTUAL REALITY

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Background The clinical environment offers little chance to gain practical experience in medical emergencies as a medical student. Simulation can be a safe and effective tool to enhance contextual learning in undergraduate medical education, however it is often limited due to cost and organisational issues (Aggarwal et al., 2010; Ziv et al., 2003). Virtual Reality (VR) can provide high quality, immersive training in a less resource-intensive manner. Interactive VR simulation allows the user to manipulate what happens in the clinical scenario by, for example, being given on-screen options.

Summary of project The aim of the project is to compare how effective standard 360° VR is compared with interactive 360° VR as a teaching tool for medical students to help standardise and reinforce knowledge. We have created a VR video aimed at 4th and 5th year medical students that models the ABCDE approach to critically ill patients, specifically septic shock. This has been created using monoscopic 360° VR. An interactive VR version is currently in development, whereby the students are able to have some control over the scenario by choosing on-screen prompts.

This will be trialled on approximately 20 students initially across our local medical school. Students will be able to view