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**Record 1 of 1****Title:** The Influence of Feedback in the Simulated Patient Case-History Training among Audiology Students at the International Islamic University Malaysia**Author(s):** Dzulkarnain, AAA (Dzulkarnain, Ahmad Aidil Arafat); Sani, MKA (Sani, Maryam Kamilah Ahmad); Rahmat, S (Rahmat, Sarah); Jusoh, M (Jusoh, Masnira)**Source:** JOURNAL OF AUDIOLOGY AND OTOLOGY **Volume:** 23 **Issue:** 3 **Pages:** 121-128 **DOI:** 10.7874/jao.2018.00381 **Published:** JUL 2019**Times Cited in Web of Science Core Collection:** 0**Total Times Cited:** 0**Usage Count (Last 180 days):** 0**Usage Count (Since 2013):** 0**Cited Reference Count:** 27

Abstract: Background and Objectives: There is a scant evidence on the use of simulations in audiology (especially in Malaysia) for rase-history taking, although this technique is widely used for training medical and nursing students. Feedback is one of the important components in simulations training; however, it is unknown if feedback by instructors could influence the simulated patient (SP) training outcome for case-history taking among audiology students. Aim of the present study is to determine whether the SP training with feedback in addition to the standard role-play and seminar training is an effective learning tool for audiology case-history taking. Subjects and Methods: Twenty-six second-year undergraduate audiology students participated. A cross-over study design was used. All students initially attended two hours of seminar and role-play sessions. They were then divided into three types of training, 1) SP training (Group A), 2) SP with feedback (Group B), and 3) a non-additional training group (Group C). After two training sessions, the students changed their types of training to, 1) Group A and C: SP training with feedback, and 2) Group B: non-additional training. All the groups were assessed at three points: 1) pre-test, 2) intermediate, and 3) post-test. The normalized median score differences between and within the respective groups were analysed using non-parametric tests at 95% confidence intervals. Results: Groups with additional SP trainings (with and without feedback) showed a significantly higher normalized gain score than no training group ($p < 0.05$). Conclusions: The SP training (with/without feedback) is a beneficial learning tool for history taking to students in audiology major.

Accession Number: WOS:000474924500001**PubMed ID:** 30857383**Language:** English**Document Type:** Article**Author Keywords:** Medical education; Hearing; Feedback; Audiology**KeyWords Plus:** MEDICAL-EDUCATION; SKILLS**Addresses:** [Dzulkarnain, Ahmad Aidil Arafat; Sani, Maryam Kamilah Ahmad; Rahmat, Sarah; Jusoh, Masnira] Int Islamic Univ Malaysia, Kulliyyah Allied Hlth Sci, Dept Audiol & Speech Language Pathol, Jalan Sultan Ahmad Shah, Kuantan 25200, Pahang, Malaysia.**Reprint Address:** Dzulkarnain, AAA (reprint author), Int Islamic Univ Malaysia, Kulliyyah Allied Hlth Sci, Dept Audiol & Speech Language Pathol, Jalan Sultan Ahmad Shah, Kuantan 25200, Pahang, Malaysia.**E-mail Addresses:** a.aidil@gmail.com**Publisher:** KOREAN AUDIOLOGICAL SOC**Publisher Address:** DEPT OTORHINOLARYNGOLOGY-HEAD & NECK SURGERY, SEOUL ST MARYS HOSPITAL #505 BANPO-DONG, SEOUL, 06591, SOUTH KOREA**Web of Science Categories:** Otorhinolaryngology**Research Areas:** Otorhinolaryngology**IDS Number:** I10VW**ISSN:** 2384-1621**eISSN:** 2384-1710**29-char Source Abbrev.:** J AUDIOL OTOL**ISO Source Abbrev.:** J. Audiol. Otol.**Source Item Page Count:** 8**Funding:**

Funding Agency	Grant Number
Ministry of Higher Education of Malaysia through the Fundamental Research Grant scheme (FRGS)	FRGS15-236-0477
International Islamic University Malaysia through the Research Initiative Grant Scheme (RIGS)	RIGS 15-035-0035

The authors wish to acknowledge the Ministry of Higher Education of Malaysia through the Fundamental Research Grant scheme (FRGS) (FRGS15-236-0477) and the International Islamic University Malaysia through the Research Initiative Grant Scheme (RIGS) (RIGS 15-035-0035) for funding this research.

Open Access: Other Gold**Output Date:** 2019-07-31

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