The Influence of Feedback in the Simulated Patient Case-History Training among Audiology Students at the International Islamic University Malaysia

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Abstract
Background and Objectives: There is a scant evidence on the use of simulations in audiology (especially in Malaysia) for case-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) an 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 35% confidence intervals. Results: Groups with additional SP training (with and without feedback) showed a significantly higher normalized gain score than no training group (p<0.05). Conclusions: The SP training (with and without feedback) is a beneficial learning tool for history-taking to students in audiology major.

Keywords
Author Keywords: Medical education; Hearing; Feedback; Audiology
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