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The influence of feedback in the simulated patient case-history training among audiology students at the International Islamic University Malaysia (Article)

(Open Access)

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Abstract

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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) 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. © 2019 The Korean Audiological Society and Korean Otological Society.

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