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AN EXPLORATION OF THE EFFECT OF SIMULATION ON PERCEPTIONS OF MEDICAL STUDENTS' PREPAREDNESS FOR PROFESSIONAL PRACTICE

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Studies have shown that some medical students do not feel prepared to practice as a foundation doctor once they graduate. Preparedness is vital to ensure patients are getting the best, safest care, and to avoid stress, anxiety and burnout in junior doctors. Technology-enhanced learning has become commonplace in medical education; with this, simulation has been introduced in wide-ranging ways. Although the evidence for simulation improving patient outcomes is clear across postgraduate and continuing professional education, studies have failed to systematically show the same outcomes for undergraduates, despite the widespread use of simulation in undergraduate medical curricula. This mixed-methods, two-phase study was designed to explore the effects of simulation on perceptions of students' preparedness for professional practice. The study took a longitudinal format, over two academic years, gathering data (with questionnaires and interviews) from two participant groups; fifth-year medical students and key stakeholders. The study compared two diverse simulation formats; ward simulation and bleep simulation, both designed to develop the knowledge and non-technical skills required for the transition to professional practice. The results of this thesis suggest that simulation has a role in preparing students for the knowledge required for professional practice and may result in a change in behaviour longitudinally.

However, there is an apparent disconnect between stakeholder and student perceptions of preparedness, and while students may feel prepared, their supervisors and other stakeholders do not agree. Furthermore, despite feeling prepared, students still feel concerned and anxious about the transition to professional practice. The results also highlighted the difficulties in thoroughly preparing students for the complexities of becoming an independent practitioner and emphasises the importance of support and continued learning throughout the foundation years.

GAMIFICATION AS AN ADDITIONAL METHOD FOR STUDYING
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In today's world, gamification of learning is becoming increasingly popular to increase motivation and maintain students' attention to studying. Gamification is the use of gaming practices and mechanisms in a non-gaming context to engage end-users in problem-solving [1].

In the case of higher medical education, this can be interpreted as the use of game teaching techniques in the study of complex topics or material that is difficult for students to understand. In this context, we are talking about easing the understanding and reducing the stress that will be experienced by the student during the learning process [2].

For such game techniques in histology, you can use paper cards, which will depict various processes or the names of these processes, and the student's task will be to place them in the order of execution, such as histological manufacture of histological slides. Due to the increasing use of smartphones, tablets, and the Internet, this method is easy to transfer to the webspace while maintaining the structure of the above example of learning.

In this way, it is possible to create a resource or a local server on the network, which students will access from their own devices and observe questions and cards that can be moved — the student's task will be to place them in the correct order. Another option is to show a high-resolution histological slide choose incorrect or correct answers from the suggested ones — the student will identify an organ or tissue and be examined on theoretical knowledge of that organ or tissue. The results can be displayed immediately on the screen of the student's device with