impact of uncertainty, the response to colleague’s clinical error and strategies to address uncertainty. Data obtained included gender and year of graduation. A likert scoring system was used (cuing at 1, not at all and at 6, definitely), to rate responses. A don’t know option was also allowed.

Results Forty two (100%) trainees responded. The M:F was 1.2:9. The mean Likert scores for factors impacting on clinical decisions were 5.7 for clinical knowledge and experience, 5.4 for opinion of senior colleagues, 4.6 for fear of making a mistake, 4.2 for parent anxieties and expectations. Twenty one (50%) of trainees frequently reflect on cases when at home. Their confident decisions are modified by opinions of senior colleague mean likert score 4. Mean Likert scores for responses to error scenario by a colleague were sympathy 4.3, acceptance 4.4, and anxiety 3. Mean Likert scores for strategies to address uncertainty included enhanced teaching 5.9, enhanced clinical experience 5.8, knowledge of ‘red flags’ 5.7, mentoring 5.6, building resilience 4.9, and developing self awareness 4.5.

Conclusion Paediatric trainees are impacted by clinical uncertainty which transfers into their home life. Incorporating strategies in training to enhance coping skills is necessary.

Background Medical education has been greatly enhanced by the development of simulation ‘patients.’ Real-time training with simulated clinical signs promotes development and institution of practical management plans, without the fear of causing harm. We aimed to evaluate confidence levels and personal preference, as well as overall satisfaction with the module.

Method Students received pre-course reading material and three teaching sessions, including didactic teaching, video and live demonstrations, basic life support training using mannequins and small group teaching. The final session was a thirty-minute session in groups of 6, in which the students worked in teams to assess, diagnose and treat a simulation baby, followed by a case discussion. Students completed anonymous questionnaires.

Results 164 students completed the first two questionnaires, and 140 students completed the third. There were 44 postgraduate entry students: 10 Masters & 2 PhD graduates. 131 students felt they had benefited from the pre-course reading material and 130 students felt the 2-session pre-simulation were beneficial. Rated on a scale of 1–10, students’ confidence increased by 2.6 points after the simulation training and basic life support teaching tool.

Discussion The introduction of the SIMBA module was well received amongst medical undergraduates. Students gave positive feedback. Technological advances of simulation patients greatly add to paediatric undergraduate training, and enhance overall experience.
Discussion Training in the communication skill of breaking bad news is useful and interesting to medical students. Identifying key strategies to employ whilst breaking bad news, and engaging in role play, improves confidence.

Results Data were analyzed from a convenience sample of 25 responses (1/3 of all trainees). The M:F ratio was 3:1. Twenty three graduates (92%) completed overseas fellowships. Mean Likert scores were clinical competency (4.8), basic science knowledge (4.9), evidence based medicine application (3.7), ability to work as academic supervisor (3.3), research skills (2.9), health economics (2.3) and health policy (2.3). Negative themes from qualitative analysis included the adverse impact of excessive service provision on training and the lack of structured career advancement. Most felt clinically competent compared to international colleagues.

Conclusion Clinical competency is achieved through the HST program. Specific training is required for health management, policy and research aspects of training.

Background and Aims There are significant differences in resuscitation algorithms for children versus adults. We aimed to enhance confidence of our students in the assessment and management of children using the A/B/C/D/E system.

The course consisted of three parts in small group sessions (10–15 students):

- BLS, basic Airway and Cardiac arrest management, lasting (1.5 h);
- DVD and serious illness scenarios on traditional mannequins (2h);
- Serious illness scenarios in the Simulation baby laboratory (0.5 h).

All participants were given a pre course hand out. The course was led by qualified AFLS instructors and student confidence was evaluated by a pre and post course questionnaire.

Pre course 18.8% of the students would not feel confident to approach a situation with a sick child outside the hospital versus 3.2 % after the course. Three times more Students felt confident managing a child outside the hospital. Confidence in assessing and managing common paediatric problems in hospital, increased by 22 %, with the greatest increase regarding children with respiratory and cardiac problems.

75% liked the mixture of lectures and practical sessions. Overall more than 80% felt they benefitted from all different parts of the course. Confidence to approach, assess and manage a sick child increased by an average of 18.5%.

Medical students found the interactive resuscitation training useful. Formalized simulation and resuscitation training improved medical student confidence and equipped them for in and out-of-hospital paediatric management.

Background and Aims The Higher Specialist Training (HST) program in General Paediatrics was initiated in 1999. The first graduates to complete the full program received their CSCST in 2005. There are 15 graduates per year. This study evaluated whether graduates believed core competencies of the HST curriculum were achieved and assessed their perceptions of its strengths and weaknesses.

Methods The lack of an accurate database resulted in a convenience sample being utilized. Demographic data obtained included year of program entry and current position. The survey utilized a Likert scoring system (cuing at 1, not at all, cuing at 6, definitely) to evaluate the training process relating to clinical skills, research abilities, health economics. Qualitative questions allowed for personal reflections on the training process both positive and negative. Responses were analyzed for themes.