

# Reading list: Preparing Effectively for FY1

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## 1 Description

- This tailored reading list includes signposted web links, links to e-Books held by the BMA library, and journal articles on the topic of Preparing Effectively for FY1 webinar you attended on 18 May 2023.
- The selected content is representative of the current literature on this topic, inclusion on this list does not imply endorsement from the BMA.
- If you would like to request a literature search on any aspect of this topic please fill out a [request form](#) (this service is available to BMA Members only).
- This reading list prioritises online content to ensure all attendees can benefit from this supporting resource. However most full text links will be accessible to BMA Members only. Find out more about [the benefits of BMA Membership](#) and [join here](#).
- The BMA Library prioritises an e-first approach, however if you are near BMA House in London, we have a modern, purpose-built library space where members are welcome to come and study. Find out more and see how we can help you [here](#).

## 2 Obtaining full text articles

### 2.1.1.1 Full text links

If available, the full text link has been included.

### 2.1.1.2 Search for Journals

The BMA Library provides access to thousands of e-journals for all BMA members. Use our [journal search](#) or [search by citation](#) options on the library website.

### 2.1.1.3 Inter Library Loans

Members can use our interlibrary loan service to request digital copies of articles that are not available in our library collections. We will try to obtain these copies from other libraries in the UK on your behalf for a fee: £5.10 (+VAT) for the first ten article requests; £13 (+VAT) for all subsequent requests. To request digital copies of articles, use the [order an article form](#) on the library website (you must be signed in).

### 2.1.1.4 E-Books

We provide free, direct access to thousands of e-books for BMA members.

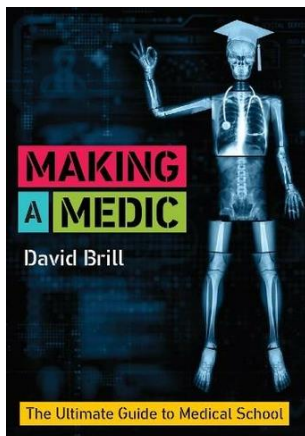
### 2.1.1.5 Further help

For any further help with getting full text articles, please contact the BMA Library Team ([bma-library@bma.org.uk](mailto:bma-library@bma.org.uk) )

## 3 Results

### Results

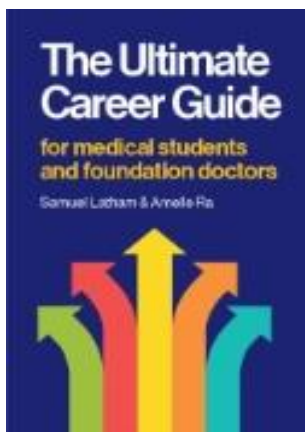
### 3.1 e-Books



Brill, David. *Making a Medic : the Ultimate Guide to Medical School*. 1st ed. Banbury: Scion Publishing, 2021

**Available online [here](#)**

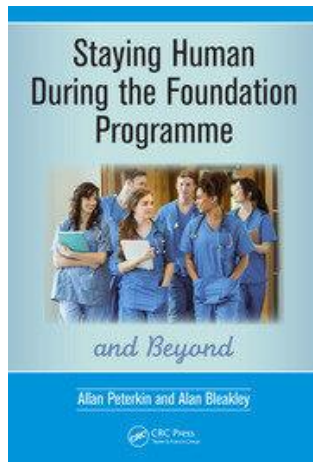
A comprehensive guide to everything you need to know in order to succeed at medical school, including: how to study effectively (and still have time for fun!) the latest books, websites and apps to use how to get the most out of clinical placements how to master OSCEs and written exams how to ace the Situational Judgement Test and Prescribing Safety Assessment and student well-being.



Latham, Samuel, and Amelle Ra. *The Ultimate Career Guide : for Medical Students and Foundation Doctors*. 1st ed. London, England: Scion Publishing Ltd, 2021.

**Available online [here](#)**

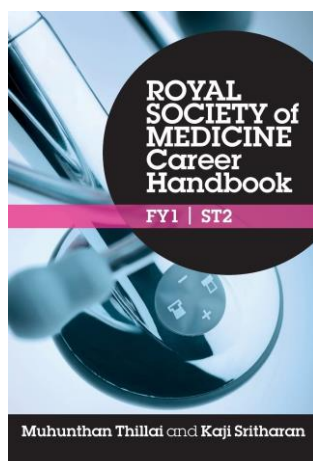
This book provides key information and the things to be aware of when it comes to application processes for core medical/surgical training, runs through training and also gives some accounts by people who have taken on less well known medical careers such as roles in pharmaceutical companies, medico-legal careers, and working in the armed forces.



Alan Bleakley, and Allan Peterkin. *Staying Human During the Foundation Programme and Beyond: How to Thrive after Medical School*. CRC Press, 2017.

Available online [here](#)

Provides advice and the latest information on every aspect of a junior doctor's life – from clinical transitions, to coping with stress, enhancing self-care and protecting personal and professional relationships. Offers evidence-based practical advice to junior doctors on how to cope, including working in teams, sleep deprivation, time pressures and ethical issues, while at the same time maintaining a high level of patient care and safety.



Thillai, Muhunthan, and Kaji Sritharan. *Royal Society of Medicine Career Handbook: FY1 - ST2*. London, GBR: CRC Press, 2011.

Available online [here](#)

This book is for all newly qualified doctors. It examines the entire hospital doctor and GP career process from start to finish, dispelling common myths and advising doctors on how to break down their career into sections and tackle them one at a time. Each chapter is devoted to one aspect of the career pathway from how to choose the right job for you through to FY1, FY2 and ST jobs, and covering application forms, exams, the interview process, audit and finally publications.

## 3.2 Web links

### **1. Mind the Bleep.**

*Prepare for FY1: Survival Guide.*

*Mind the Bleep is a learning platform designed to help ease the transition from Medical School to being an FY1.*

**Available online [here](#)**

### **2. UK Foundation Programme.**

*Preparing for F1, 2023.*

This is a list of free support resources and guidance on preparing for Foundation Year 1.

**Available online [here](#)**

## 3.3 Google Scholar

[allintext: \("foundation year one" OR "foundation year 1" OR FY1\) AND \(prepare OR preparation\) AND transition -medline](#)

Limited to English language articles, date 2017-present.

BMA members can follow the instructions set out in [this library blog post](#) to directly access the full text of any of the Google Scholar articles that the BMA library has a subscription to (you only need to follow these instructions once).

*\*Please note that as Google Scholar results are ordered by relevance, the first few pages of results will be the most useful*

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### 3.4 Journal articles

1. Tam, C. (2022).

**“Metamorphosis, from student to doctor - A response to: ‘Interim Foundation Year One (FiY1) and preparedness for foundation year 1: A national survey of UK foundation doctors’.”**

*Medical teacher*: 1.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=medp&NEWS=N&AN=36167317>

2. Moore, C. J. S., et al. (2022).

**“Interim Foundation Year One (FiY1) and preparedness for foundation year 1: A national survey of UK foundation doctors.”**

*Medical teacher* 44(6): 622-628.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=med21&NEWS=N&AN=34936534>

**BACKGROUND:** Induction programmes aim to ease the transition from medical student to doctor. The interim foundation year 1 (FiY1) placement, introduced in the first COVID-19 wave, provided experience in advance of the Foundation Year 1 (FY1) start in August; providing more time and enhanced responsibilities than traditional induction programmes. This study examines the effects of the FiY1 placement on anxiety levels and preparedness for FY1., **METHODS:** This was a descriptive cross-sectional study using data from four cohorts of FY1s who completed the online National FY1 induction survey from 2017 to 2020 (n = 4766). Questions evaluated self-reported preparedness and anxiety levels. Differences in preparedness and anxiety levels of FiY1 and non-FiY1 participants in 2020, and the 2017-2019 participants (non-FiY1 controls), were evaluated., **RESULTS:** FiY1s in 2020 reported higher self-reported preparedness (79%) than non-FiY1s (54%) in 2020 (p = <0.001) and the control 2017-2019 cohort (63.8%) (p < 0.001). Fewer FiY1s experienced pathological anxiety (29.3% versus 40.8% for non-FiY1s; p = 0.001)., **CONCLUSION:** Time spent in an FiY1 role is associated with an increase in self-perceptions of preparedness and a reduction in anxiety. These data indicate that time spent in an FiY1 role may have utility in further improving the transition period from medical school to FY1.

3. Gupta, K. K., et al. (2022).

**“The Effectiveness of a Specific Foundation Year 1 Induction Programme in Improving Confidence for Newly Qualified Doctors in the UK.”**

*Medical science educator* 32(5): 1073-1076.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=pmnm7&NEWS=N&AN=36276765>

**Background:** Despite the completion of 5 or 6 years of undergraduate study, the transition to a newly qualified foundation year 1 doctor (FY1) in the UK has been recognised as challenging. We created a specific FY1 Induction Programme and aimed to evaluate its effectiveness on perceived confidence and preparedness for newly qualified doctors by assessing their responses to surveys before and after the delivery of the course., **Methods:** Pre- and post-course surveys were

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administered at the start and end of the course, respectively. All questions were subjective and used a 5-point Likert scale (1, not at all confident, to 5, definitely confident) to assess perceived confidence in a range of questions before and after the course., Results: A total of 35 participants completed the pre-course survey and 41 completed the post-course survey. For all questions, there was a statistically significant increase in confidence ratings. All 41 participants completing the post-course questionnaire responded 'yes' to feeling more confident to be an FY1 after completing the programme compared to before (100%)., Conclusions: Our study, along with previously published work, has shown a repeatable positive effect with implementation of transition courses for newly qualified doctors. Future research in this area could focus on more large-scale standardised learning events incorporated by different trusts prior to commencement as an FY1, to see if the positive effects found in our study are translatable across other regions.

4. Carasco, C., et al. (2022).

**“Foundation year-1 transition course: from medical student to first year doctor.”**

*Future healthcare journal* 9(Suppl 2): 64-65.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=pnm7&NEWS=N&AN=36310940>

5. Beedham, W., et al. (2021).

**“The Effectiveness of a Foundation Year 1 Doctor Preparation Course for Final Year Medical Students.”**

*Journal of medical education and curricular development* 8: 2382120520984184.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=pnm6&NEWS=N&AN=33458247>

BACKGROUND: Starting work as a junior doctor can be daunting for any medical student. There are numerous aspects of the hidden curriculum which many students fail to acquire during their training., OBJECTIVES: To evaluate the effectiveness of a novel foundation year one (FY1) doctor preparation course focusing on certain core topics, practical tips and components of the hidden curriculum. The primary objective was to improve the confidence level and knowledge of final year medical students transitioning to FY1 doctors. The results show a significant improvement in perceived confidence and knowledge on core curriculum topics amongst final year medical students having attended our FY1 doctor preparation course. We conclude that there is scope for similar supplementary courses as an adjunct to the undergraduate medical curriculum. Copyright © The Author(s) 2021.

6. Michaelides, A., et al. (2020).

**“Assessing the preparedness of foundation year 1 (FY1) doctors during the transition from medical school to the foundation training programme.”**

*BMC medical education* 20(1): 106.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=med18&NEWS=N&AN=32264871>

To assess how ready current FY1 doctors felt when starting their first posting as newly qualified doctors., We created an online survey where 45 FY1 doctors in South Yorkshire rated how confident they were across different domains (Induction and Assistantship. Overall, confidence

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differs across different domains and categories. A larger sample size across a wider geographical area would allow us to compare and contrast results across the different regions in the UK.

7. Arlidge, J., et al. (2020).

**“Working without worry: transition to foundation year 1 simulation training.”**

*BMJ simulation & technology enhanced learning* 6(2): 116-117.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=pnm5&NEWS=N&AN=35516075>

8. Teagle, A. R., et al. (2017).

**“Preparing medical students for clinical practice: easing the transition.”**

*Perspectives on medical education* 6(4): 277-280.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=pnm4&NEWS=N&AN=28397007>

The transition from medical student to junior doctor is a challenge; the UK General Medical Council has issued guidance emphasizing the importance of adequate preparation of medical students for clinical practice. This study aimed to determine whether a junior doctor-led simulation-based course is an effective way of preparing final year medical students for practice as a junior doctor. We piloted a new ‘preparation for practice’ course for final year medical students prior to beginning as Foundation Year 1 (first year of practice) doctors. Following the prescribing station, students reported increased confidence in their prescribing. Preparation for practice courses and simulation are an effective and enjoyable way of easing the transition from medical student to junior doctor. Together with ‘on-the-job’ shadowing time, such programs can be used to improve students’ confidence, competence, and ultimately patient safety and quality of care.

9. Van Hamel, C. and Jenner L. E. (2015).

**“Prepared for practice? a national survey of UK foundation doctors and their supervisors.”**

*Medical teacher* 37(2): 181-188.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=med12&NEWS=N&AN=25155154>

BACKGROUND: Mandatory induction for foundation year 1 trainees (F1s) was introduced in 2012 to ease the transition from student to doctor. The aims of this national study were to assess anxiety levels and preparedness in the 2012 F1 cohort and whether these varied according to medical school of graduation and foundation school of practice., METHODS: Online surveys were completed anonymously and voluntarily by F1s and F1 supervisors from participating foundation schools. Questions assessed how prepared F1s were for practice and how well they coped with the transition from medical school. A validated screening tool was used to assess anxiety levels., RESULTS: 1829 F1s and 1145 supervisors participated. 27.8% of F1s screened positive for pathological anxiety. Increased time spent in a ‘shadowing’ type role during medical school and each additional day of induction reduced anxiety levels. How prepared F1s were for different aspects of their jobs varied according to medical and foundation school, from both the F1 and supervisor perspective., CONCLUSIONS: How prepared F1s feel can vary according to the medical school of graduation and foundation school of practice. F1 anxiety may be reduced with a

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prolonged F1 induction programme and an extended shadowing period during the final year of medical school.

10. Blencowe, N. S., et al. (2015).

**“From scared to prepared’: targeted structured induction training during the transition from medical school to foundation doctor.”**

*Perspectives on medical education* 4(2): 90-92.

<https://authproxy.bma.org.uk/process/redirects?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=pnm&NEWS=N&AN=25870119>

The risks to patients at August handover time are well known, yet there is no national consensus on the best way to deliver induction programmes for Foundation Year One (F1). The aim of this study was to design, deliver and assess a targeted structured induction programme for new F1 doctors. The induction training programme was designed using educational models of topic analysis informed by results of a survey of F1s and medical students, and the F1 curriculum. Data regarding serious untoward incidents and self-reported preparedness were collected between 2008 and 2010, and rates were compared between those receiving optional (2008) and compulsory (2009 and 2010) training. By delivering targeted education and spending time with the outgoing F1 doctors, 97 % of our new doctors felt adequately prepared for practice. The incidence of self-reported mistakes made by F1s in the first 4 months of their practice fell by 45 % and serious untoward incidents also decreased. Targeted structured induction training addresses final-year medical students’ concerns about their preparedness for practice as junior doctors, and improves patient safety. This study supports the General Medical Council recommendation that targeted structured induction training should be mandatory for all new doctors.

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