

# Educational strategies and uncertainty

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Dear Editor: In relation to the interesting article published in the Spanish Journal of Medical Education (1), I want to provide an unmentioned perspective such as the real meaning of measuring uncertainty in medical students at different times in their undergraduate career and their relationship with their degree of tolerance according to their different personality types and the subsequent choice of medical specialties. What is striking is the non-inclusion in this systematic review within the bibliographical references of an article published in a surgical education journal (2) in which there was a special analysis of a very significant number of students (155 in the 2nd year and 157 in 6th year) for being a prospective cross-sectional study carried out in 2017 that established the different types of uncertainty, risk and ambiguity related to an included personality test. In conclusion, it was highlighted that tolerance for uncertainty had an association with the personality type of the students as well as with the medical specialty they would choose once they graduated. This reflected that the student's personality is a decisive factor in tolerance to uncertainty beyond the educational strategies used, as was also done in a previous investigation (3) carried out during exam performance when verifying that confidence It is a fundamental element that somehow overcomes the uncertainties that arise.

Grateful for contributing this vision not included in the attractive published article, I greet you very kindly.

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