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RESULTS

BACKGROUND

- Point-of-care ultrasound (POCUS) signifies a clinician driven and interpreted bedside ultrasound (US) exam.
- POCUS is increasingly valued across medical disciplines.
- It has been touted as invaluable due to its user friendly, cost-effective, and increased patient safety / satisfaction contributions.
- As US benefits are recognized, so too is the need to integrate ultrasound into undergraduate medical education (UME).
- Despite growing evidence supporting POCUS, its integration in UME remains variable and without widely adopted national standards and guidelines.
- Early POCUS exposure may contribute to ease of use during clinical rotations for medical students.
- We speculated that coupling POCUS with other skill sessions (such as knot-tying and surgical sterile technique practice), during student pre-clerkship orientation sessions would result in learner security and satisfaction prior to their clinical rotation launch.

OBJECTIVES

- To describe integration of POCUS before student clinical immersion.
- To evaluate medical student learner perceptions of our POCUS integration efforts.



- 3rd year medical students pre clerkship rotation
- Single site evaluation
- Questions on use of standardized patients, ultrasound equipment, learning environment, student satisfaction

- The learning environment was conducive to my acquiring new skills
- The standardized patient models assisted in my learning session
- I have a greater appreciation of ultrasound in patient care settings
- The simulation training added to my skill acquisition
- The touch pad ultrasound was user friendly
- I anticipate using ultrasound in my clinical practice
- I would like more ultrasound simulation practice
- The session met the stated learning objectives

<u>Word</u>	<u>Frequency</u>
great	18
helpful	17
ultrasound	17
session	12
experience	9
station	8
anatomy	7
awesome	7
lot	7
practice	7

CONCLUSIONS

- 58/58 students completed the survey.
- Clinical relevance and student satisfaction of the ultrasound course were evaluated positively by the post questionnaire.
- 57/58 answered “yes” that “the learning environment was conducive to my acquiring new skills.”
- Comments were entered in an optional field with the descriptors “great” and “helpful” trending throughout feedback, indicating high student satisfaction (Table 1 and Image 1).

Question N=58	yes	%	no	%
The learning environment was conducive to my acquiring new skills	57	98	1	2
The standardized patient models assisted in my learning session	58	100	0	0
I have a greater appreciation of ultrasound in patient care settings	57	98	1	2
The simulation training added to my skill acquisition	58	100	0	0
The touch pad ultrasound was user friendly	57	98	1	2
I anticipate using ultrasound in my clinical practice	56	96	2	4
I would like more ultrasound simulation practice	57	98	1	2
The session met the stated learning objectives	58	100	0	0

Image 1: Word cloud of comments indicating high student satisfaction.



- UME is changing, with new challenges to preparing students for clinical years including the incorporation of POCUS.
- The overwhelmingly positive feedback for our session indicates integrating POCUS as an educational tool with hands-on ultrasound practice can provide engaging and applicable skills for medical students.