

themselves and their students, and they believe that this will be an important pedagogy post-pandemic.

REFERENCE

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MEDICAL STUDENT ATTITUDES TOWARDS POINT-OF-CARE ULTRASOUND IN UNDERGRADUATE MEDICAL EDUCATION

John Karp¹, Miroslav Voborsky¹, Christopher Woodward¹, Cian McDermott², Rebecca Kirrane¹, Rachel Gilmore³, Claire Condon¹; ¹Royal College of Surgeons in Ireland, Dublin 2, Ireland²The Mater Misericordiae University Hospital, Dublin 7, Ireland³Connolly Hospital Blanchardstown, Dublin 15, Ireland

10.54531/RYJX3157

Background: Point-of-care ultrasound (PoCUS) is a bedside imaging modality that provides the operator with instant clinical patient information. PoCUS is a low-cost, radiation-free, portable diagnostic tool that is utilized in many specialities ^[1]. To the best of our knowledge, no Irish medical schools have a formalized ultrasound curriculum in place for undergraduate students. Hands-on ultrasound teaching has the potential to enhance medical students' basic understanding of human anatomy and confidence in diagnostic ability ^[2].

Aim: The aim of the study was to assess undergraduate medical students' attitudes towards PoCUS through the implementation of a rudimentary proctored PoCUS workshop.

Methodology: Third-year medical students at the Royal College of Surgeons in Ireland participated in a 1-hour PoCUS workshop as part of their fundamental clinical skills training. Medical students attended the in-person workshop repeated over 8 weeks. Students were exposed to three ultrasound stations. The first was a CAE Vimedix ultrasound simulator utilizing augmented reality colourization and 3D modelling. The second station was learning and performing an extended FAST scan with a focus on bright mode image acquisition and free fluid recognition. The third station was the practical placement of peripheral/central IV-line insertion helping students to identify vasculature while also manipulating the ultrasound transducer as a procedural adjunct. Students were asked to complete a post-workshop survey to investigate their attitudes towards ultrasound teaching in undergraduate medical education. The survey consisted of 10 questions to assess attendee's prior ultrasound knowledge, to provide constructive feedback regarding the workshop and how ultrasound can be incorporated into future undergraduate medical education.

Results: A total of 121 students completed the post-workshop survey. Of those who completed the survey, 94.2% of students had never used an ultrasound machine before and 100% had never performed PoCUS previously. Collectively, participants strongly agreed 100% that PoCUS should be incorporated into the undergraduate medical student curriculum at RCSI. In particular, 89.3% and 45.5% of students indicated that POTUS should be included in the third- and fourth-year medicine curriculum, respectively. 85.1% of students indicated that PoCUS education would be most valuable to supplement clinical placement followed by anatomy (62.8%), pathology (59.9%) and physiology (23.1%). 86.8% of the students were interested in learning more about PoCUS through an online format.

Implications for practice: PoCUS appears to be an additional valuable learning resource for undergraduate medical students. Of the students surveyed, it is apparent that there is strong support in favour of early ultrasound integration into the future medical school curriculum.

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HAUNTED HOUSE: THE DANGERS AND GHOSTS OF THE LIVED ENVIRONMENT

Kathryn Neill¹, Duston Morris², Debbie Knight³, Pamela de Gravelles¹, Angel Holland¹, Wendy Ward¹, Karen Dickinson¹; ¹University of Arkansas for Medical Sciences, Little Rock and Fayetteville, USA²University of Central Arkansas, Conway, USA³Harding University, Searcy, USA

10.54531/KOGI8266

Background: Accurate assessment of potential hazards and challenges within a home environment is essential to ensure the safety of our patients both post-discharge from hospital and within the community. Inter-professional education in this area allows students to learn from, with and about each other to provide more effective patient care. COVID-19 challenged the Arkansas Interprofessional Education Consortium (ARIPEC) to develop meaningful inter-professional activities while minimizing COVID-19 risk ^[1].

Aim: The aim of the study was to create and deliver a novel virtual home assessment simulation for inter-professional learners to improve the performance of home assessments state-wide.

Method: Faculty from three universities created rooms within a simulated home assessment environment illustrating patient characteristics, hazards, habits and interpersonal considerations. Each university created and video recorded one simulated room (kitchen, bedroom and living room) which were combined in one video to represent a home. Students received pre-course material including education on the INHOMES tool and learning objectives before the virtual learning event. The brief included education on the importance of home assessment and the INHOMES tool. The simulated home video was played to all students who subsequently were split into break-out rooms with facilitators. In inter-professional groups, students created action plans for immediate needs and for when weight-bearing status allowed increased mobility and identified professionals required to meet needs. Following this debriefs occurred in break-out rooms and then as a large group to summarize and identify take-aways. All students completed a pre-/post-questionnaire including the Interprofessional Collaborative Competency Attainment Survey (ICCAS) and evaluation of simulation methodology, home assessment and overall impression. Mean scores for 5-point Likert scores are reported.

Results: In total, 400 students participated in the 2021 event, including medical, pharmacy, physician assistant, dental hygiene, communication science disorders, physical and occupational therapy, addiction studies, respiratory care, radiography, public health, sonography and nursing. All ICCAS metrics increased pre- to post-evaluation. See Table 1.