

73 Implementation of a Longitudinal Educational Elective in an Undergraduate Wilderness Emergency Medicine Curriculum

Rockwood J, Mavromaras M, McNeil C/University of Texas Health Science Center-San Antonio, San Antonio, TX

Introduction: Teaching and mentorship become a large part of a physician's career. Learning how to become an educator is an invaluable skill for growing physicians. While there are many opportunities for learning this skill in graduate medical education, few exist at the undergraduate level. We developed a longitudinal, mentorship-based curriculum where medical students participate in a Wilderness Medicine teaching elective.

Objectives: Develop a longitudinal curriculum shaped by the participating student's level of education and experience. We expect students to participate in the educational activity. Next students learn how to become educators and finally they learn how to manage their own curriculum.

Design: Our elective begins by teaching austere medicine skills to MS2s who are introduced to Wilderness Medicine through lectures, reading material, procedural workshops and field exercises. The course includes a three-day backcountry experience where students manage patient-based simulated cases in an austere setting. MS3s move into the educator role by teaching procedural skills to MS2s in the austere setting. Additionally, MS3s design a patient-based scenario, act as the moderator and highlight important teaching points in the post-case discussion. MS4s graduate to an administrative role in curricular development. MS4s work with faculty to design the course by selecting educational material, scheduling lectures, workshops, and field exercises and coordinating logistical aspects of the 3-day backcountry experience. MS4s also provide peer oversight to MS3s engaged in the teaching role.

Impact: There has been an overwhelmingly positive response to this pilot program at our institution. Our curriculum can be applied to other Emergency Medicine specialties including Ultrasound, Global Health and Disaster Medicine. Medical educators should seek to provide opportunities for undergraduate medical students to learn the role and assume responsibilities of education.