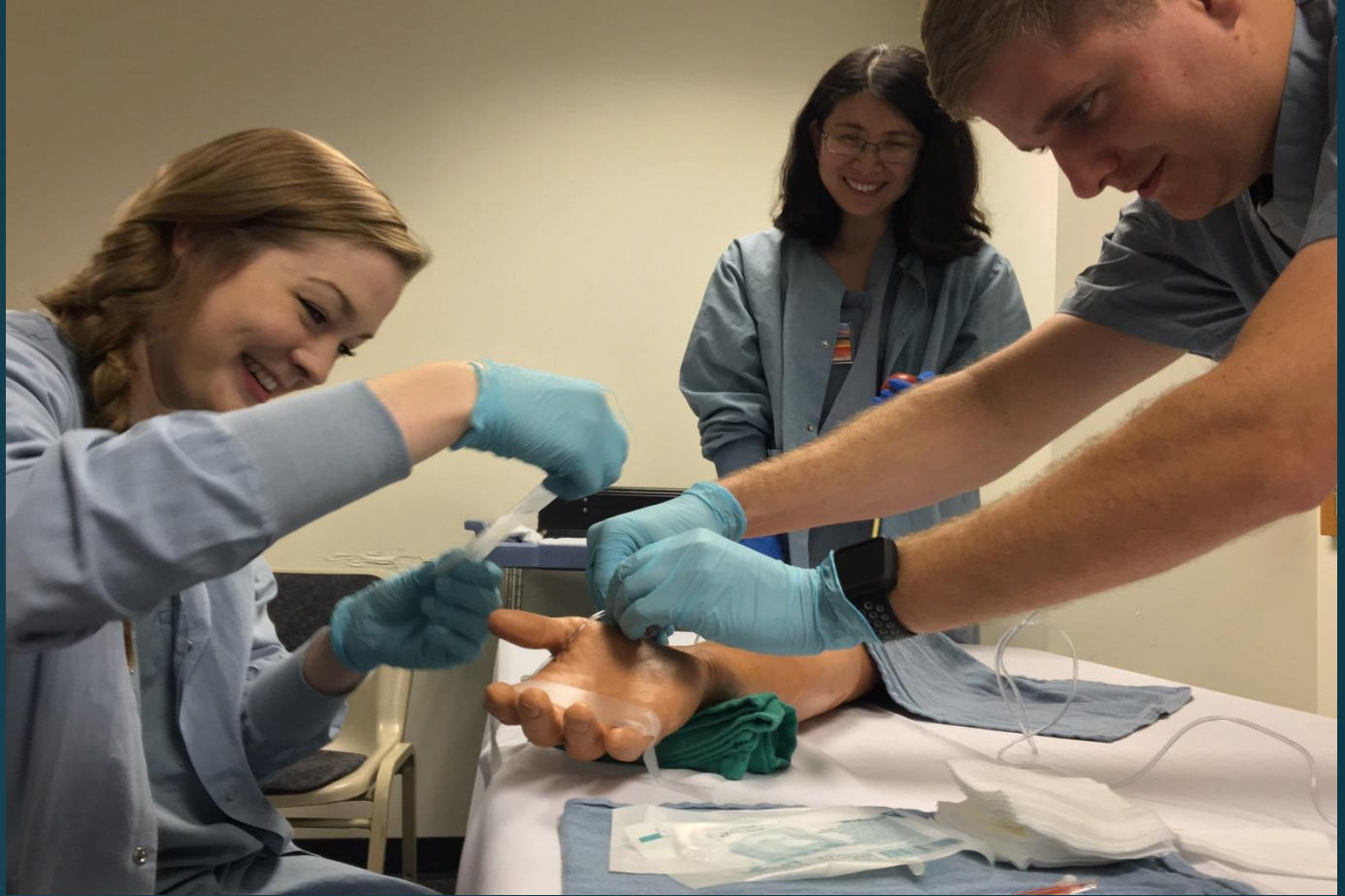




# Preclinical Simulation Training for Preclinical Medical Students (PMS) Allows Interdisciplinary Teaching for Master of Science Anesthesia Students (MSAS)

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### Objectives:

We propose that having MSAS teaching clinical procedures utilizes the MSAS in a novel educational format, and also promotes MSA learning and leadership abilities as well. Our study evaluated the involvement of MSAS in a PMS skills classes teaching basic hands on procedural skills for preclinical medical students.

- In this time of difficult fiscal flexibility, how do we optimize resources?
- With limited access to experienced teachers and overburdened clinical work, utilizing MSA students to contribute to the school of medicine offers a novel format for peer teaching.
- Group skills sessions and engaging in a team format from the start of their training promotes lateral learning from classmates, a valuable experience for medical students and observed self reflection in their role as teachers participated gave us feedback on the skills session
- Students could teach up to 4 sessions for 180-200 medical students
- Students that taught all 4 workshops were twice as likely to consider teaching in any format in the future whereas the students that taught 3 workshops were mostly somewhat likely to teach in the future.



*Students that taught 1-2 sessions mostly saw the sim lab as a “CV building experience”*

The one student in the 3 session group that felt strongly about teaching said:  
*“In my career I will have to teach students and this was an introduction to that.”*

One enthusiastic student that only taught 1 session said, *“Take every chance you can get to teach these simulations. It's very rewarding and a great way to pass time in helping others learn the craft!”*

*“I most likely will be teaching students in the future. Teaching this simulation allowed for me, in a way, to see from the perspective of an instructor. I see this as an invaluable experience. Therefore, even teaching one session can have an enormous personal impact.”*

*“I've always wanted to work with students. I think it's important to remember we were all there at one point, and this experience reminds us that we are always a student ourselves”*

*“What struck me most was realizing just how little these students know when you are teaching them these skills. Don't take for granted that they know anything. It all needs to be explained in detail.”*

*“I feel this improved my skills in communication and helped me better understand what I was doing myself.”*

*“Make sure to teach the medical students the proper way to do things, even if it's not how you do something (ex: recapping a needle)”*

References: Seidman, Maloney, Olvet, Chandran. “Preclinical Simulation Training in Medical Students Results in Better Procedural Skills Performance in End of Year Three Objective Structural Clinical Evaluation Assessments” *Med Science Educator* (2017) 27:89-96 DOI 10.1007/s40670-017-0371-y

