

## IDEA

- Evaluate the expectations of POCUS skills and knowledge for graduating medical students by national residency programs
- Create a set of standardized core competencies in POCUS for fourth-year medical students according to specialty
- Implement a Community of Practice (CoP) model for POCUS and evaluate students' perceptions and knowledge at the end of their participation

## NEED/RATIONALE

- Point-of-care ultrasound (POCUS) education is becoming integrated into multiple undergraduate medical curricula across the country, although in variable formats<sup>1</sup>
- Many residency programs incorporate POCUS training into their programs and its clinical utilization is growing<sup>1</sup>
- There is no standardization of Undergraduate Medical Education (UME) POCUS curricula<sup>2</sup>
- Many residency programs teach POCUS skills or require skills to graduate, but interns have varying entry-level skill sets
- There are no core Entrustable Professional Activities (EPA) that include the expected POCUS competency of a graduating medical student entering residency<sup>2</sup>

## METHODS

- A survey will be sent out to all Residency Directors of accredited institutions across the US in six specialties to determine what POCUS skills and knowledge are expected by their specialty for graduating medical students
  - Surgery
  - Family Medicine
  - Internal Medicine
  - Pediatrics
  - Obstetrics and Gynecology
  - Emergency Medicine
- The survey results will be analyzed and used to create a set of specialty-specific POCUS skills and competencies that fourth-year medical students should be able to achieve by the time they graduate

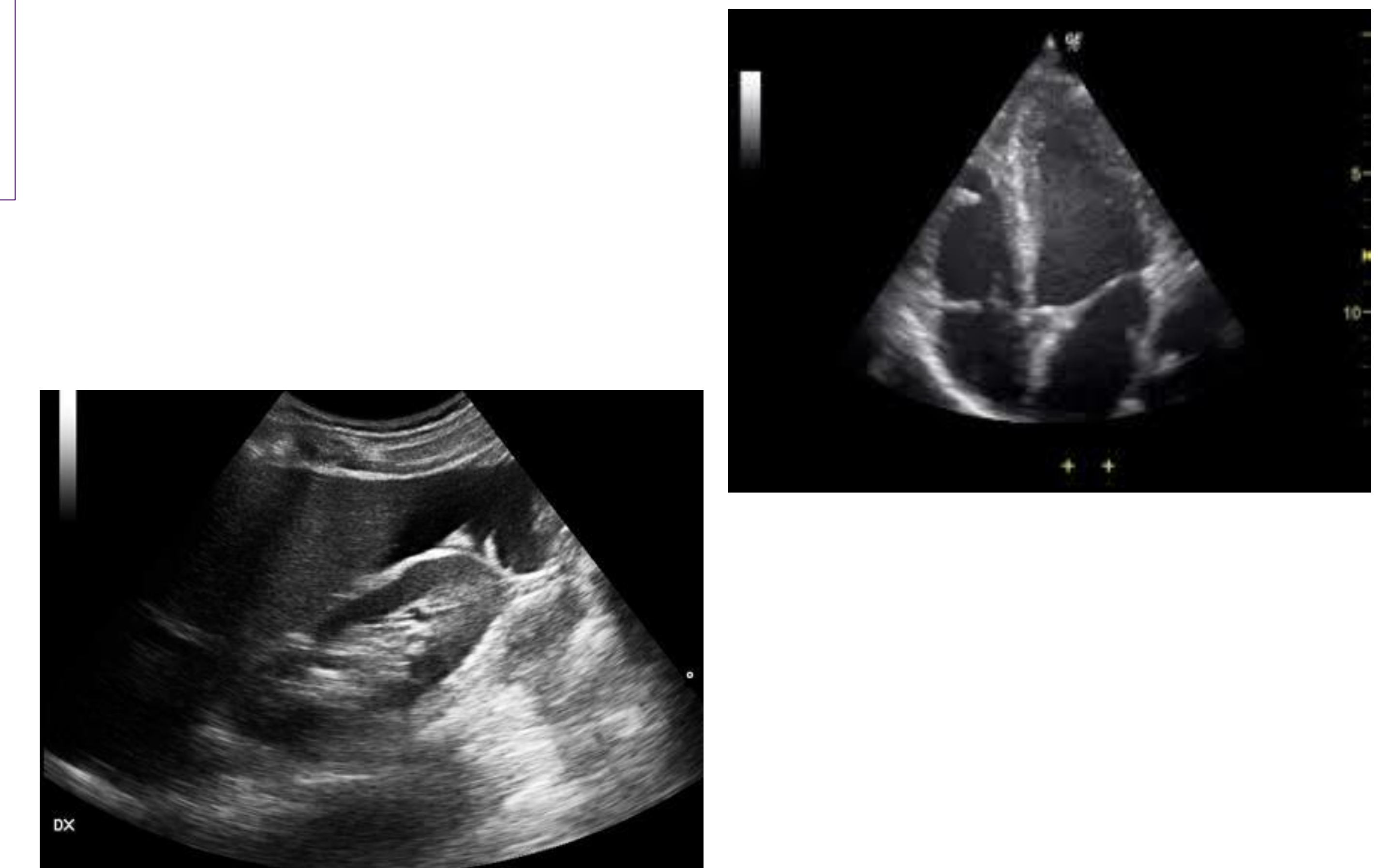


## FUTURE DIRECTIONS

- The next stage of this study will implement a Community of Practice model with fourth-year medical students to introduce a pilot program with these core competencies and various trained ultrasound faculty from each specialty
- Students will be evaluated qualitatively and quantitatively with surveys and OSCE style exams

## POTENTIAL IMPACT

- Develop the first standardized set of POCUS skills and competencies by specialty for medical schools to adopt and integrate into their UME curriculum
- Ensure a more equal competency of ultrasound skills among graduating medical students
- Advance POCUS learning once in residency



## REFERENCES

1. Davis, J. J., Wessner, C. E., Potts, J., Au, A. K., Pohl, C. A., & Fields, J. M. (2018). Ultrasonography in Undergraduate Medical Education: A Systematic Review. *Journal of ultrasound in medicine : official journal of the American Institute of Ultrasound in Medicine*, 37(11), 2667–2679. <https://doi.org/10.1002/jum.14628>
2. Sena, A., Alerhand, S., & Lamba, S. (2020). Milestone Approach to Designing a Point-of-Care Ultrasound Curriculum for Transition-to-Residency Programs in the United States. *Teaching and learning in medicine*, 1–12. Advance online publication. <https://doi.org/10.1080/10401334.2020.1814296>