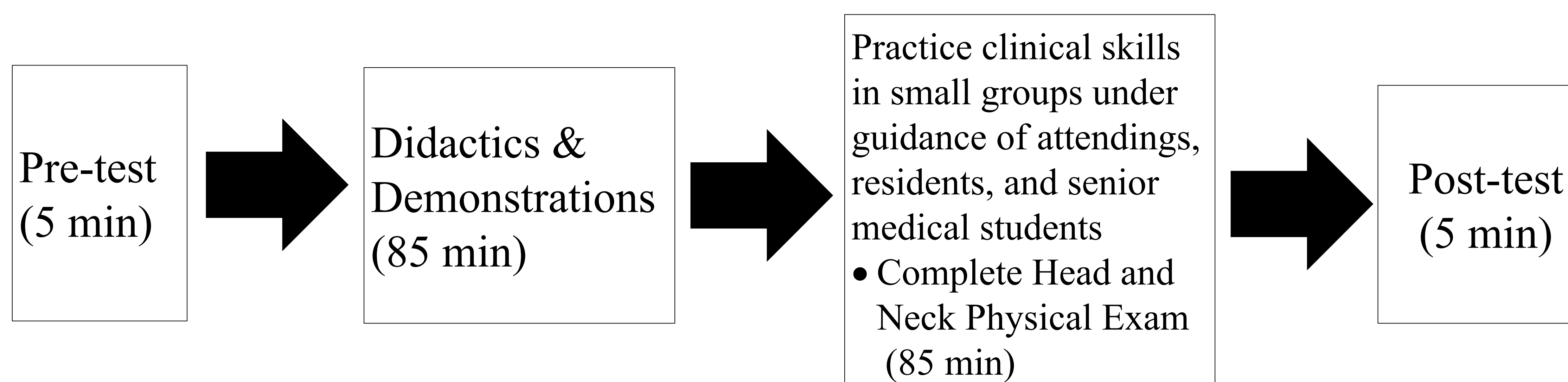


## Introduction

- There are limited opportunities in the medical school curriculum to learn about the field of otolaryngology (ORL) and to acquire relevant clinical skills, especially during preclinical years<sup>1-3</sup>
- About 50% of pediatric patients and 20% of adult patients seeing a general practitioner report an ORL complaint<sup>4,5</sup>
- It is essential for all medical students to learn about common ORL problems and associated management regardless of their intended future specialty
- Objective: To investigate the impact of implementing an Otolaryngology-Head and Neck Surgery boot camp in preclinical medical education to help first- and second-year medical students learn about common ORL problems and become more comfortable performing basic ORL clinical skills so that they are better prepared to provide care for patients during clerkships and beyond

## Methods

*Study Population: First- and second-year medical students*

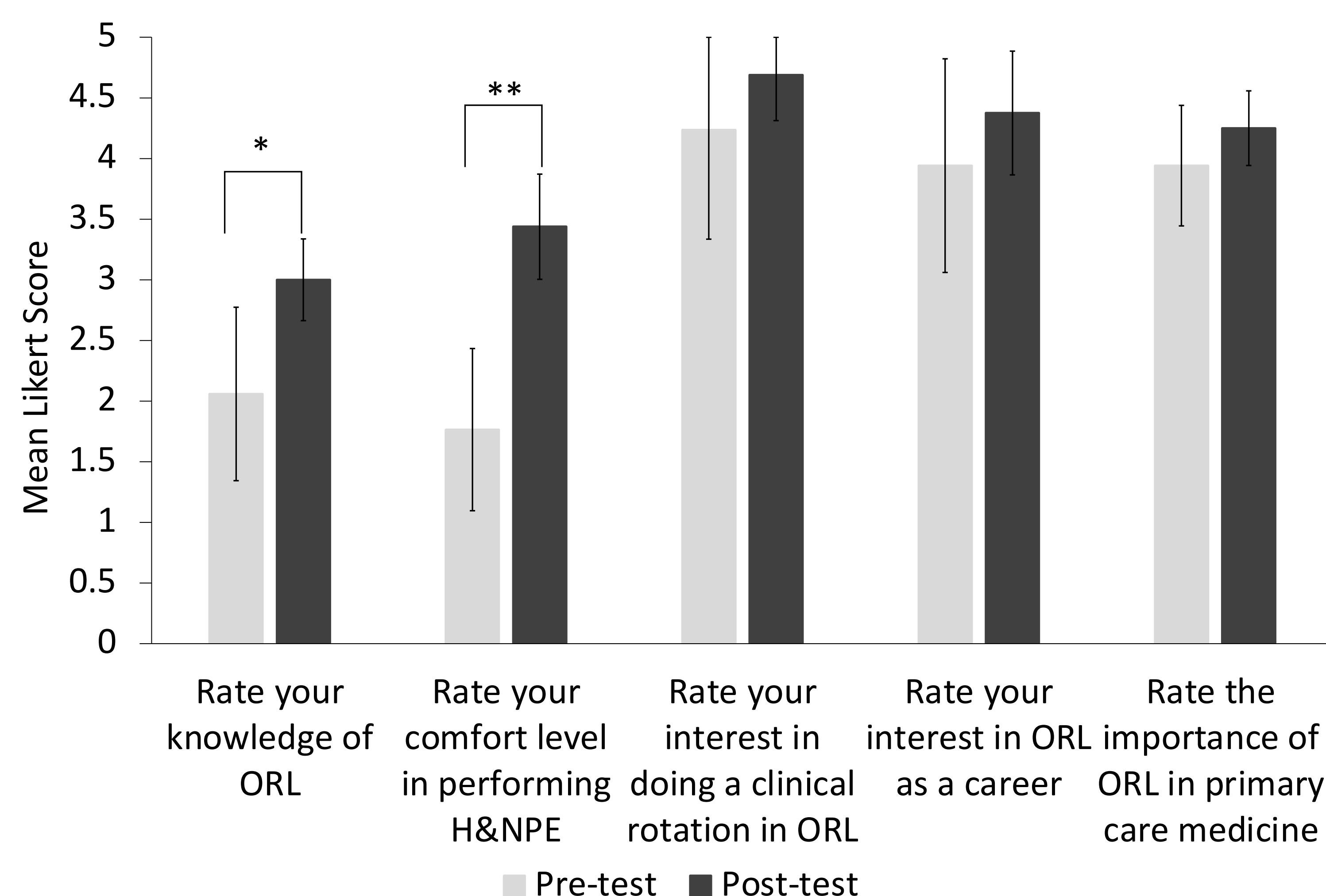


## Discussion

- Currently, ORL teaching for preclinical medical students is typically in the form of anatomy lab and basic science lectures, without a focus on diagnosis and management of ORL pathologies
- ORL clinical skills are not emphasized
- Studies performed at United States medical schools over the past 20 years have consistently demonstrated underrepresentation of ORL in preclinical medical school curricula, resulting in variable and limited exposure for students<sup>1-3,6</sup>
- Opportunities to learn about ORL in depth are provided to students in their clinical years, primarily through 3<sup>rd</sup> year electives and 4<sup>th</sup> year sub-internships
- Our boot camp bridges the gap for preclinical medical students
- Limitations include small sample size and subjects biased towards those who were already interested in ORL

## Results

A total of 17 students participated in the boot camp. 17 students completed pre-tests and 16 completed post-tests. Ratings of self-reported knowledge of ORL (2.06 vs. 3.00;  $p=0.019$ ) and comfort level in performing H&NPE (1.76 vs. 3.44;  $p<0.001$ ) significantly increased after the boot camp. Mean performance on an ORL content exam also significantly increased from 42.17% to 71.35% ( $p<0.001$ ).



## Conclusions and Future Directions

- An ORL boot camp can be an effective method of teaching for preclinical medical students
- Further studies including larger, more diverse cohorts are warranted

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