

Name *	Alexander Hubbell
Email *	alexander-hubbell@uiowa.edu
Educational Level *	Other
If Selected Other	M2
College *	College of Medicine
Department *	Emergency Medicine
Title of Research *	Wilderness and Emergency Medical Education in Action: the Wilderness Adventure Race
Other Authors *	Asitha Jayawardena, M2 (UI College of Medicine); Rachel Bender, M2 (UI College of Medicine)
Introduction & Purpose *	Students are not given a chance to experience Emergency Medicine until their clinical years, and preclinical involvement is limited to lunch meetings and sparse procedure workshops. The Wilderness Medicine Race offers the opportunity for preclinical students with no assumed experience to work together and solve problems while gaining dynamic emergency and wilderness medical knowledge and exposure to the fields. We intended to demonstrate an improvement in knowledge among participants and a heightened interest in the fields of Emergency and Wilderness Medicine.
Experimental Design *	Participants completed an identical pre- and post-race assessment of knowledge based on several common Wilderness Medicine scenarios. A questionnaire was given to all participants after the race to ascertain perceptions and interest related to Emergency and Wilderness Medicine. Responses
Results *	Thirty-five people participated in the race, including first, second, and fourth year medical students. The assessment of knowledge revealed a significant increase in performance, with an average performance of 80.7% after the race (n=16), up from 38.4% before (n=28, p<0.005). Results from the questionnaire are still pending.
Conclusions *	The Wilderness Adventure Race has proven its ability to teach students in an interactive way, as the results of the knowledge assessment showed a significant performance increase. Although questionnaire results are still pending, initial review showed encouraging responses. Many participants reported heightened interest in Emergency Medicine, perceived increase in knowledge, and generally enjoyed the event. We hope to expand on this data during future events and would like to see more longitudinal data to capture interest in the field related to participation.

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