



PREPARING TOMORROW'S DOCTORS FOR THE TIME CRITICAL TRAUMA: AN INTEGRATED UNDERGRADUATE SIMULATION AND CLINICAL TRAINING PROGRAMME WITH RELEVANCE TO EXTREME MEDICINE

Dr. Haider Abbas, Professor and Head, Department of Emergency Medicine, King George's Medical University, Lucknow, India
Email: haiderabbas@kgmcindia.edu

BACKGROUND

Early recognition, prioritisation and coordinated management are essential in time-critical trauma.² Undergraduate medical students may have limited opportunities to integrate clinical exposure, procedural skills and team-based decision-making in a structured learning programme.^{1,3}

PROGRAMME DESCRIPTION

A structured two-week undergraduate elective was conducted at King George's Medical University, Lucknow, India, a tertiary care university teaching hospital, involving 50 medical students. The programme integrated supervised exposure in the Emergency Department and Intensive Care Unit with bedside teaching, simulation-based trauma and emergency scenarios, and practical

procedural skills training. Teaching focused on systematic initial assessment, recognition of life-threatening conditions, prioritisation, early resuscitative principles, escalation of care, communication, teamwork and role allocation. These educational approaches are consistent with published work on undergraduate trauma simulation and trauma-team training.^{1,3}

EDUCATIONAL SIGNIFICANCE

The programme brings together clinical immersion, simulation and supervised skills teaching within a single elective structure. Its emphasis on time-critical assessment, coordinated team response and practical preparedness may be relevant to undergraduate education for trauma care, including settings where resources or specialist support may be limited.^{2,3}

However, the programme was not delivered in an extreme or austere environment, and no learner feedback, pre- or post-training assessment, or competency outcomes were collected.

CONCLUSION

This integrated elective provides a structured educational model for introducing undergraduate medical students to trauma and emergency care through clinical exposure, simulation and procedural skills teaching. Future evaluation using competency-based assessments and learner feedback is needed to determine its educational impact.

REFERENCES

1. Borggreve AS, Meijer JMR, Schreuder HWR, ten Cate O. Simulation-based trauma education for medical students: a review of literature. *Med Teach*. 2017;39(6):631-638. doi:10.1080/0142159X.2017.1303135.
2. Mock C, Lormand JD, Goosen J, Joshipura M, Peden M. Guidelines for essential trauma care. Geneva: World Health Organization; 2004.
3. Gjeraa K, Møller TP, Østergaard D. Efficacy of simulation-based trauma team training of non-technical skills: a systematic review. *Acta Anaesthesiol Scand*. 2014;58(7):775-787. doi:10.1111/aas.12336.