

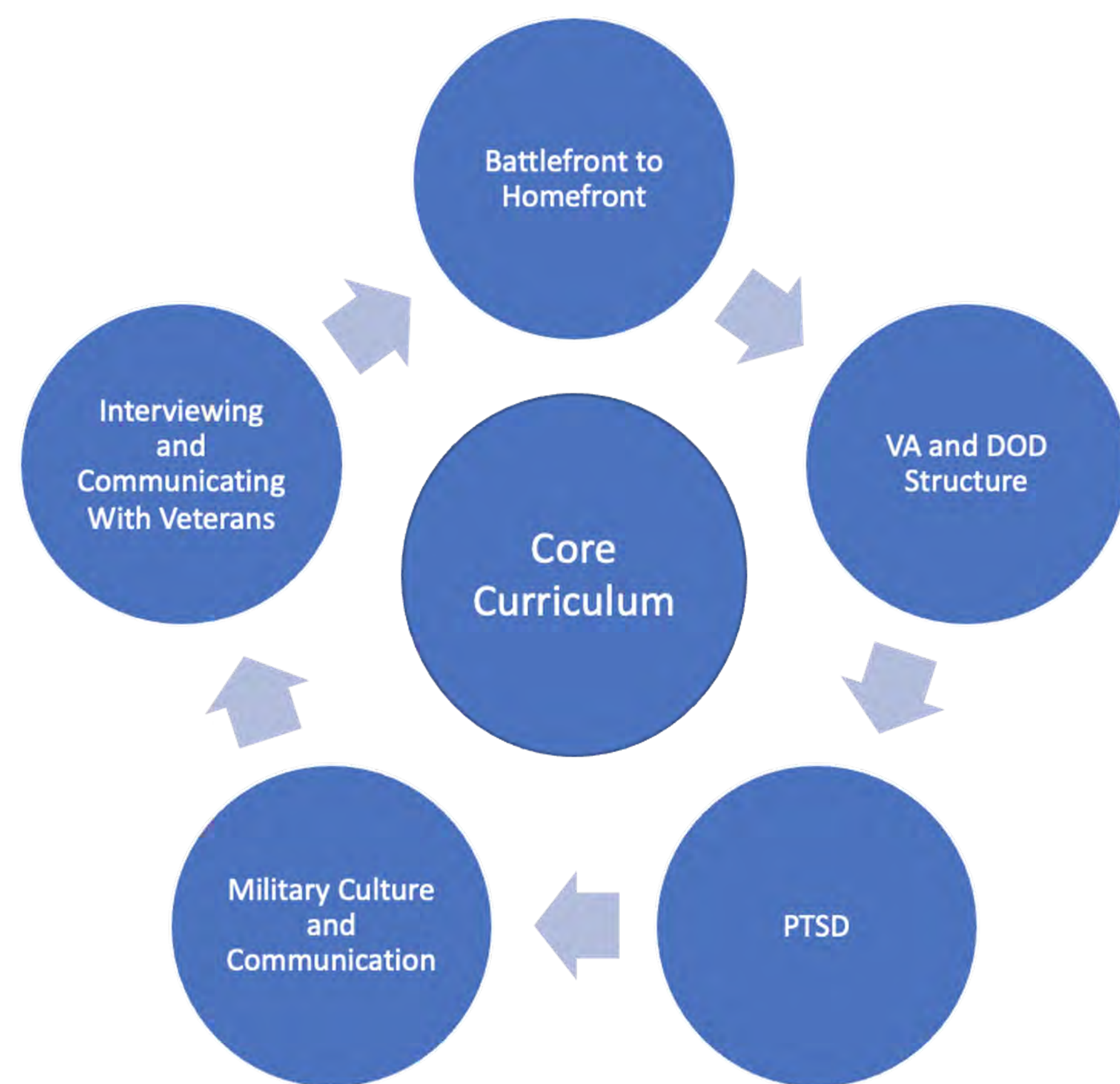


## Introduction

There are over 19 Million living Veterans in the US. Each bringing a unique story and experience to their medical history and care. Students participating in Undergraduate Medical Education (UME) do not typically receive intentional education on general military structure, healthcare, or the unique needs of veterans.

## Needs Assessment

Sent To Faculty and staff who either; 1) are veterans or current service members or 2) have experience serving veteran patients. The 6 highest reported topics became the core lessons seen below:



## Design Process

MAEE was designed through a collaboration amongst diverse interprofessional individuals at the Medical College of Wisconsin (MCW) with a shared goal of increasing student awareness of the Veteran healthcare system, these patients' unique needs and a foundational base of knowledge medical students can draw from as they serve such populations during their clinical years. The course focused on providing critical knowledge on Veteran experience and healthcare, facilitating face-to-face time between students and veterans, and to allow students a first-hand understanding of military lifestyle and necessary skills for working with this population.

### Needs Assessment

- 70% of Medical Students Rotate on VA-affiliated Services in the Clinical Years
- Less than 25% of medical schools report explicit instruction on caring for veterans

### Recruiting Stakeholders and Instructors

- Administrative and Educational Specialist
- Active Duty, Veterans, and healthcare providers from Military/VA Sites

### Planning and Submission for Funding

- Syllabus Design and timeline decision
- Submission to Transformational Ideas Initiative

### Initial course design and Roll Out

- Expand on Syllabus Curriculum, define objectives, create assessments.
- First Course Roll out in Spring of 2019

### Data Analysis and Course Re-Design

- Analysis of student learning and impact on clinical confidence
- Addition of "Day in the Life" activity.

## Preliminary Data

Working with biostatisticians, our team has determined that we still need more student survey data before we can comment on the impact of lectures on student learning in comparison to their pre-course knowledge. It should also be noted that students were instructed that this course was taken as an audit-only course and would not be graded to further emphasize the low-pressure environment course directors wanted to create for students to explore veteran healthcare. We do recognize that this format differs from standard courses in medical school where numerical grades are given to students with increased quantitative metrics. With 2021 data still pending, subjective survey responses from the class of 2019 and 2020 have shown a positive overall response and an improvement in feelings of competence regarding addressing military service-specific healthcare needs.

## Future Steps

### Data Collection

We will continue to gather data with the hope of increasing the sample size of objective surveys

### Statistical Analysis

Describe the knowledge improvement that students are demonstrating through the course

### Adapting to Student Needs

With increased student data, we hope to be able to pinpoint certain areas that students are finding challenging or survey questions that need to be modified for higher clarity



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