parameters in 16 resuscitation scenarios. Learners were instructed to bring pocket references and phone applications utilized in clinical practice and were allowed to use only these resources during the quiz. A score was provided based on number of correct answers. Faculty discussed the final score, any incorrect answers, and provided individual feedback.

Impact/Effectiveness: Quiz results demonstrated scores trended higher with each year of training, though within all PGY classes there remained outliers. The results informed faculty of individual resident practice or knowledge gaps and allowed for feedback, with themes including familiarity with resources, need for review of less commonly encountered scenarios, and confidence. Curricular adjustments included simulations with residents requiring further intervention and permanent implementation of a similar quiz in future assessments for repetitive practice.

42 Global Health Conference – Simulation Increases Knowledge and Learner Satisfaction Amongst Interprofessional Teams

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Introduction: Given technological advancements and growing research supporting its widespread use, medical simulation is becoming integrated across the field of medical education. Simulation provides hands-on experience in interprofessional teamwork for learners of all levels, as well as improves clinical reasoning skills. Despite widespread implementation, educational gaps persist. One identified gap in medical student education is exposure to natural disaster management. Simulation offers one solution in a risk-free, psychologically safe environment.

Objective: To evaluate the impact of a post-hurricane disaster simulation scenario on medical knowledge, teamwork, and clinical skills in a group of interprofessional learners.

Curricular Design: The simulation was conducted in the Clinical Skills and Simulation Center at the University of Central Florida College of Medicine. Learners in the simulation included medical students, graduate students, undergraduate students, and nursing students. After triaging as one large group, learners were split into two groups to complete evaluation and management of two patients from the disaster scene.

Impact: A total of 27 learners participated in the post-hurricane disaster simulation. Results of the pre- and post-test revealed statistically significant increases for each medical knowledge item (36.4% to 78.6%, $p<0.001$) regarding START Triage. Additionally, learners reported increased levels of agreement with statements regarding the importance of working as part of interprofessional teams, the importance of disaster medicine, and the effectiveness of simulation exercises as an education tool for disaster preparedness. Therefore, we concluded that medical simulations for disaster management, such as the one conducted in this study, allow learners to enhance their critical thinking, develop hands-on clinical skills, and gain confidence as they better understand real-life disaster scenarios in interprofessional settings.

Figure 1.

Figure 2.