

Dear reviewer,

Thank you for your comments. This abstract is intended to describe a student interest group (SIG). The ultrasound student interest group (USIG) was created and led by first year PA students who hope to explore areas of the medical field (ultrasound) beyond the knowledge and skill of what is taught in the classroom. With that in mind, there are many aspects of ultrasound which include not only knowledge-based concepts, but technical skills as well. Due to limited time and resources, only the foundational material and limited exams are covered in our PA curriculum (please note, in some PA curricula, this is not taught at all). As many fields of medicine do not currently utilize ultrasound on a daily basis, and those that do utilize ultrasound often find their niche and don't venture far from it, it is hard for a curriculum to justify spending copious amounts of time learning each type of ultrasound skill (ie, ER/CCU- eFAST exam, ortho- MSK exam, etc.) Students who have interest in learning other procedures, have an interest in a particular field of medicine that does use ultrasound routinely, or who just want an avenue of focused practice to become more efficient on the equipment are encouraged to join the club.

As this type of SIG by nature requires equipment, room reservation, potential financial considerations, and guest speakers, it was imperative that faculty advisors be involved in the creation of the club. The students who advocated for creation of the club created an advisory board and then began drafting their first set of bylaws. Again, faculty advisement was crucial to avoid any accidental exclusions as well as create enough structure so the students could request programmatic support.

Faculty did not create the surveys. These were student driven and have led to a key piece of their master's graduate project research. IRB approval was given for this. The surveys are knowledge based and will be given to students who do or do not join the club as the student advisory board is interested to see if the USIG actually helps increase knowledge, or if it ends up being an "exposure" type program. They also created feedback forms that they give out following any event. Although drafted by students, each of these assessment tools was edited by faculty advisors in order to gather the most helpful and useful information for any potential changes in the future.

This abstract and talk will explain how faculty advisors have several major roles in development of a SIG. First, they must help students get the project off the ground as there are often programmatic or departmental hoops to jump through. Second, they are there to guide the students in the process of the year long program and sessions to make sure institutional protocols can be followed as well as provide support/answer questions about club leadership when needed. Finally, the faculty advisors are the commonality amongst each cohort and ensure sustainability. Although we are still in our first year, once this class graduates, there needs to be a foothold for the next cohort to continue building their club goals upon.

Through this round table discussion, we intend to take participants through our process as faculty. Areas include how to overcome barriers and tips for success, as well as how to utilize student input regarding initiation of the process and suggestions for faculty who may want to institute a SIG within their department.

Please see below for our final abstract and five questions:

Questions:

1. How can faculty advise a SIG in a way that successfully enhances peer learning?
2. How do faculty support student learning on a topic that they aren't the expert on?
3. How can faculty help students overcome barriers when creating/implementing a SIG?
4. How can faculty advise a SIG to ensure and maintain a student driven process?
5. How can advisement of a SIG influence academic curriculum as well as increase student recruitment and career competitiveness?

**Title:** FACULTY ADVISEMENT DURING CREATION OF A STUDENT INTEREST GROUP

*Background:*

Use of ultrasound in medicine is becoming a necessary skill set in many medical specialties. However, the intensive training required for advanced competency is prohibitive for most basic medical curricula. One method for students particularly interested in this field to gain further training is an optional student interest group. This abstract gives recommendations for successful advisement during initial implementation of a Physician Assistant (PA) Ultrasound Student Interest Group (USIG) at an institution with dual campuses as well as proposes one method to measure success. Although specific to ultrasound, this abstract could easily be extrapolated for any type of innovative student interest group where heightened training would enhance clinical performance.

*Objectives:*

Provide an outline for faculty advisement during development of a student interest group.  
Demonstrate how to assess effectiveness of the student interest group.

*Methods:*

Students were introduced to medical ultrasound early in the curriculum, with instructions on basic utilization of ultrasound and techniques for evaluation. A subset of students who desired additional training advocated creating the USIG. Although the group is student-led, faculty with clinical and educational experience were essential in the development. Faculty involvement included alignment of educational goals, oversight of bylaw creation, guidance for institutional protocols, and design for preservation of the USIG over time. Furthermore, having dual campuses required close faculty support to guarantee continuity of content through lectures from subject matter experts, workshops, and labs at each program location.

*Evaluation Plan:*

With faculty guidance, the student advisory board created surveys (pre- and post-) to administer to all students one week prior and one week following completion of the year-long USIG program. The survey will be used to assess gains in medical knowledge from an entire year of USIG involvement as well as give space for general comments about the USIG as a whole (post

only). They also created individual workshop evaluations to capture input for future endeavors. Following analysis of these results, the student advisory board and faculty advisors will meet to discuss how to best adjust future workshops and events.

*Conclusions:*

Establishment of a student interest group is vital for students who want to accelerate their training for clinical practice or have interest in a specific medical field. Faculty advisement is imperative to ensure design of a valuable and successful resource that allows for a relevant, goal-oriented experience that is sustainable for medical learners. Regardless of SIG interest, clinical faculty play a crucial role during initial development.