



The “simulated MDT”: a valuable adjunct in the clinical curriculum for senior medical students

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Introduction

- Multidisciplinary Team working (MDT) is integral to patient care, however early exposure for medical students can be daunting, often due to the fast pace and complexities of real MDT meetings.
- This study explores the use of "simulated MDTs" as an alternative approach to reinforce core curricular learning objectives whilst also equipping senior medical students on vascular surgery rotations with essential multidisciplinary team working skills.

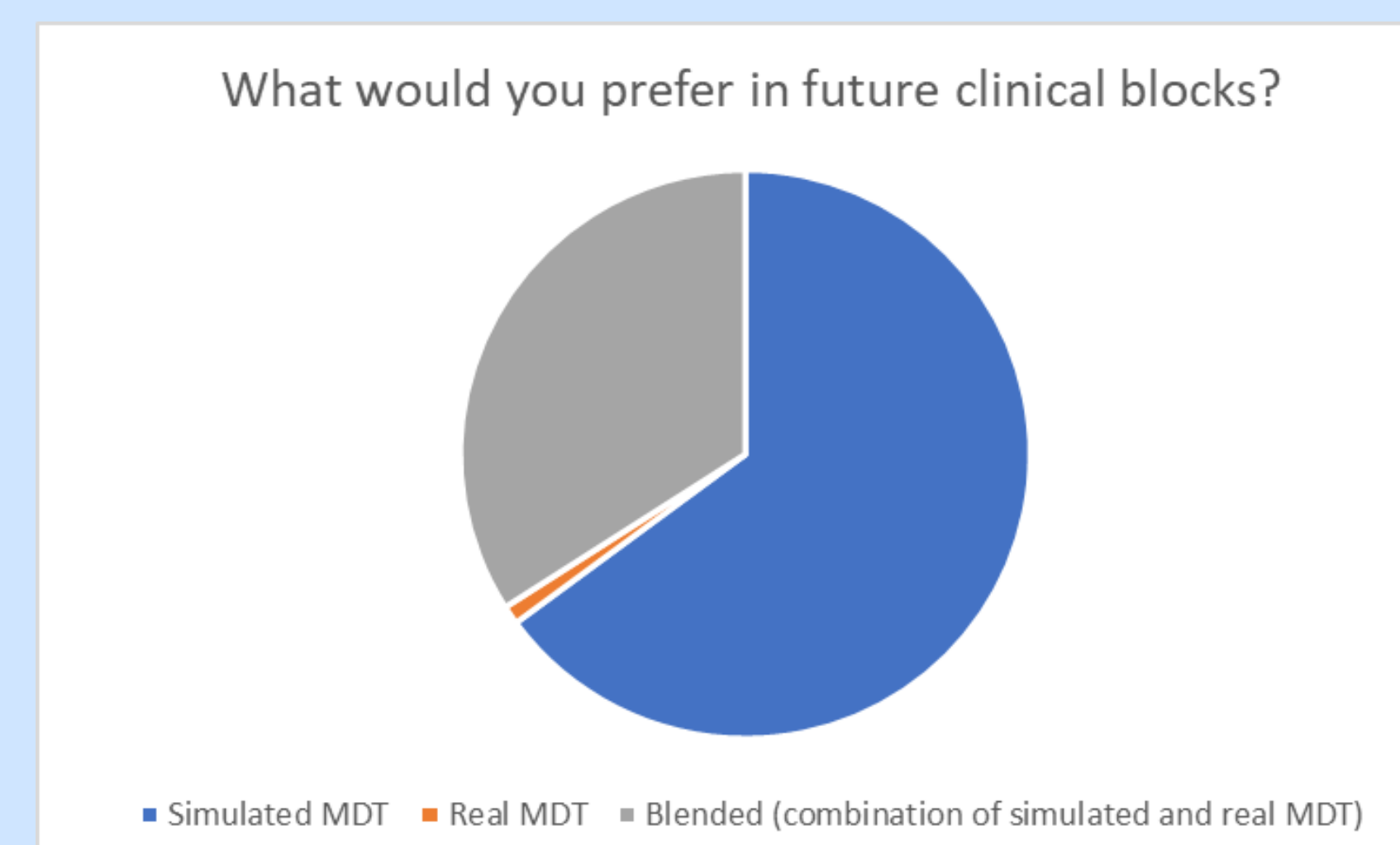
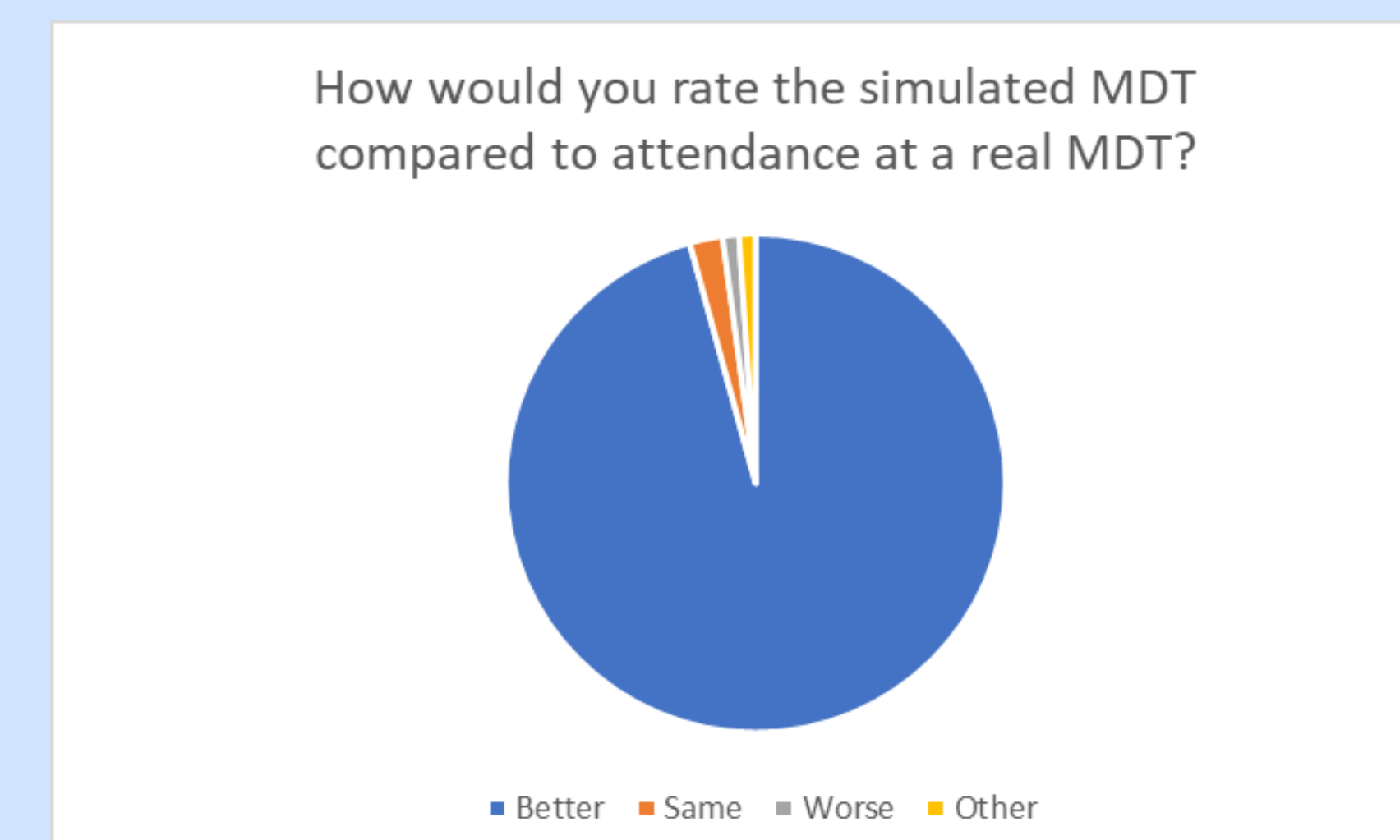
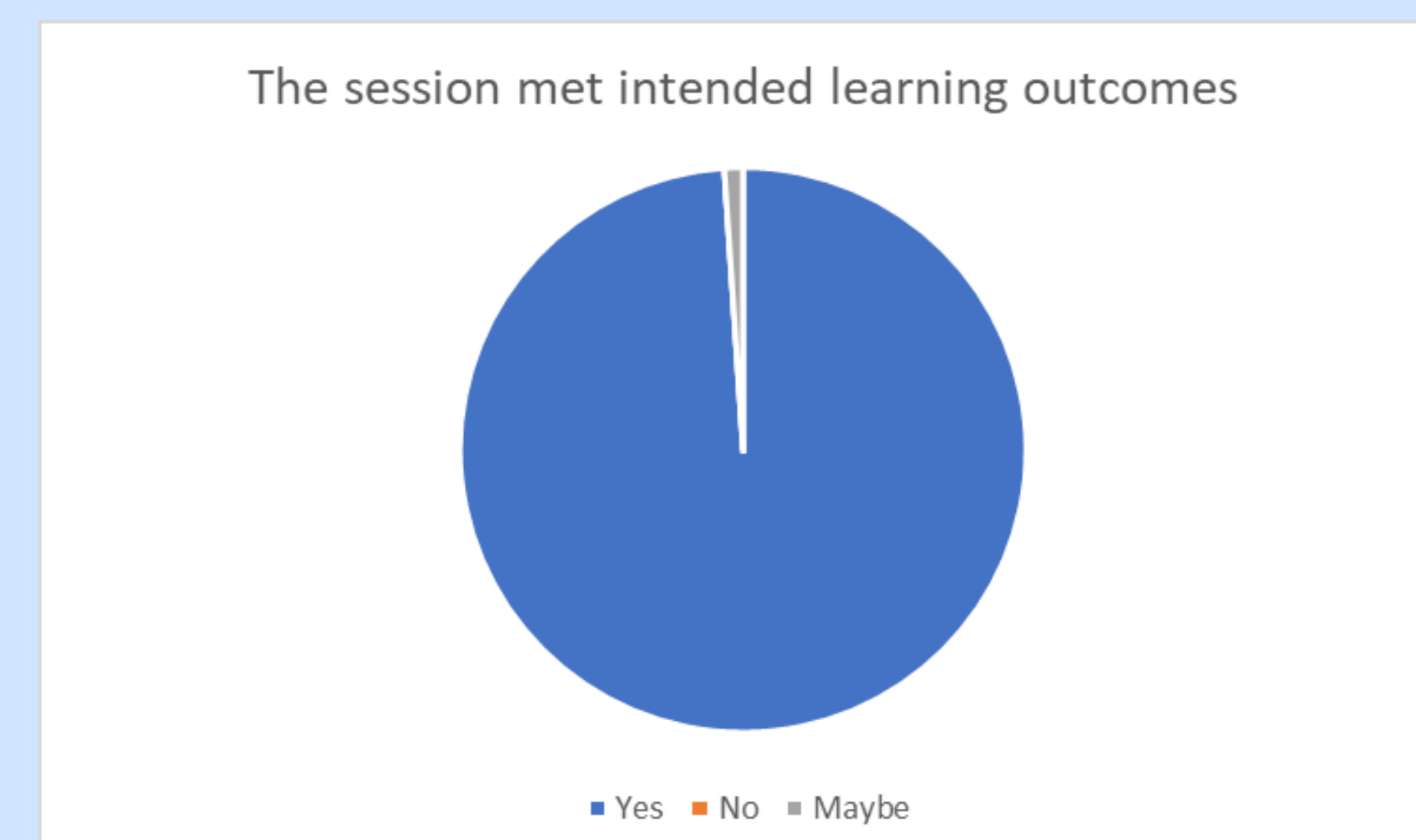
Our aim is to utilise simulated MDTs to achieve the following:

- Application of knowledge of conditions & treatments to real life cases.
- Analysis & interpretation of clinical data.
- Development of clinical reasoning
- Identification of treatment risks & benefits.
- Contribute evidence-based recommendations to discussions

Methods

- Participants receive comprehensive patient information, including physiological tests, clinical letters, and radiological imaging.
- Facilitated group discussions within a controlled environment allow students to actively engage in case analysis, diagnosis, and management planning, replicating the collaborative nature of real MDTs.
- Prospectively-collected post-session questionnaires (n=94 responses over the period of 6 months) evaluated students' perceptions and preferences regarding simulated MDTs compared to their previous experience in real MDT meetings.

Results



- 99% of students (n=93) reported that the simulated MDT had met the intended learning outcomes
- 96% of students (n=90) reported attendance the simulated MDT to be a more positive educational experience than attendance at a "real" MDT
- 65% of students (n=61) would prefer a mock MDT to real MDTs in future rotations, with 32% of students (n=34) preferring a blended model (combination of real and simulated MDT exposure)
- Qualitative feedback identified that students valued the interactive nature of the session and the opportunity to develop clinical reasoning skills

Discussion

- Students consistently reported that “simulated MDTs” offer a more accessible, less intimidating, and beneficial learning experience than "real" MDTs.
- Students particularly valued the opportunity to analyse cases at their own pace, ask questions freely, and participate actively in discussions without judgement

Conclusion

- This study suggests that simulated MDTs hold promise as a valuable alternative to traditional MDT exposure for medical students.
- The controlled environment allows them to develop multidisciplinary skills, knowledge, and confidence in a supportive setting.
- Further research is warranted to verify the long-term impact of simulated MDTs on student performance in summative assessment and their transition to real MDT settings.

References

S Chong, L West, G Khera, 399 The MDT Game: Implementation of a Novel Simulation Exercise to Improve Multidisciplinary Care Teaching to Medical Students, *British Journal of Surgery*, Volume 110, Issue Supplement_7, September 2023, znad258.575