

## **UC Irvine**

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REPS Shift Debrief

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selection, this would best be addressed by further expansion of the course to be required for all M4s.

### 30 Practical Training for Emergency Burr Hole Using Three-Dimensional Printed Task Trainer

*Andrew Crouch, Jessica Andrusaitis*

**Introduction:** There is limited space around the brain and if this area fills up with fluid, this can cause compression of brain tissue and be life-threatening. In order to relieve the pressure, a hole can be drilled through the skull. This is typically performed by a neurosurgeon but if a neurosurgeon is not available, the emergency medicine (EM) physician should be prepared to do it. This is a rare procedure and most EM physicians have not had exposure to it. A pilot trial with our model (Image 1; Image 2) was conducted in June 2022 with 5 EM residents and 2 neurosurgery residents. By the end of the session, all residents could accurately describe and perform the procedure without assistance.

**Educational Objectives:** To evaluate the efficacy of a Burr hole task trainer by using a survey to assess the comfort levels of participants before and after using the task trainer.

**Curricular Design:** This is a prospective study on an educational model to teach placement of a Burr hole. We will use a survey to assess pre- and post- skill lab comfort with this procedure by EM residents PGY1-3. The study will take place during a skills session at an ACGME-accredited EM residency at a Level 1 Trauma center scheduled for January 4, 2023.

The anticipated number of participants is 60. Participants will rank their overall comfort of performing Burr hole placement before and after the skills session.

**Impact/Effectiveness:** Since residents currently get little to no training in this procedure, we anticipate that our formal survey results will confirm that practice with this model increases physician comfort level. Since faster evacuation of fluid collection is associated with better outcomes, we hope that training with this task trainer will increase physician skill and confidence and translate to better patient outcomes.

### 31 REPS Shift Debrief

*Jennifer Bolton, Conor Dass, TJ Welniak, Aaron Barksdale*

**Introduction/ Background:** Burn-out has been found to be prevalent in emergency medicine residents while professional levels of fulfillment have been found to be low. Debriefs are common in emergency medicine and at many institutions have been implemented after difficult

cases such as codes or traumas. There has also been research on barriers to obtaining and giving feedback in the emergency department to facilitate learning in emergency medicine residency. Based on this review, in theory, if residents are given a formal, organized time to talk through positive moments on shift, their own growth, feedback from peers and attending physicians, and reflecting on what was learned during the shift and how to improve on future shifts, this could improve burnout and job satisfaction in emergency medicine residents.

**Educational Objective:** A debrief checklist was



Image 1.



Figure 2.

designed to address resident burn-out, implement positive psychology reflection after shifts, enhance the quality and quantity of feedback received by residents, to reflect on learning pearls, and to make goals moving forward into the next shift.

**Curricular Design:** The debrief checklist with the “REPS” mnemonic (Reflect, Evaluate, Pearl, next Steps) (see Figure 1) was designed and posted in the emergency department. Residents were educated on the process and invited to participate in the debrief after each shift. The debrief was performed after hand-off and with the team the resident was working on including a senior resident, intern, medical students, and their attending physician. Pearls were written on post-its and collected on a poster board to be shared with other

Emergency Medicine residency training is a requirement established by the Accreditation Council of Graduate Medical Education (ACGME). There is an ongoing debate regarding how to best promote productivity amongst trainees who are expected to participate in scholarship. Residents often express consternation and reluctance when it comes to scholarly activity which is often viewed as one of the most daunting obstacles in training.

**Educational Objectives:** We created a comprehensive points system to demystify the scholarly activity requirement. The ultimate objective was to make this process less intimidating while allowing residents to achieve and expand their goals. Applied game mechanics like points systems, badges, or rewards can be used to optimize motivation, engage learners, facilitate portfolio development, and promote

# Get your REPS in!

## Reflect

- What went well today?
  - What is something you did today that you couldn't do 6 months/1 year ago?
  - Did you have a patient encounter that made you smile today?
- Did you have any difficult cases?

## Evaluate

- Ask for feedback from your team and attending.
  - Did you meet your goals from your last shift or start of shift?
  - What is something you did well? What is something you could improve on?

## Pearl

- What is one learning point or pearl you learned today?
- Write this on a Post-it to share with other residents at conference!

## next Steps

- What is a gap in knowledge that was discovered today for you to improve on for your next shift?
- What areas do you need to work on?
- What is your goal for your next shift?

Figure 1.

residents at conference.

**Impact:** A study is ongoing to determine if this intervention will improve residents’ quality and quantity of feedback, job satisfaction, levels of burn-out, and perceived learning on shift.

# 32 Research and Scholarly Activity (RSA) Point System to Enhance Resident Productivity

Nao Tonedá, Saamil Parikh, Timothy Khowong, Anita Lui, David Simon, Jing Jing Gong

**Introduction/ Background:** Scholarly activity during

Table.

	Resident Name	Points
<b>Traditional Research or Well-Designed Quality Improvement Project - Must be at NYPQ or Inter-institutional</b>		
Preparation of research proposal/presentation with acceptance by the Research Committee at the research meeting		15
Preparation of research proposal/presentation with/OUT acceptance by the Research Committee at the research meeting - project does not progress		5
Completion of a Specific Aims page for a research project		10
Completion and submission of IRB proposal - clinical research or quality improvement project		15
Acceptance of IRB proposal - clinical research or quality improvement project		10
Acquisition of relevant background for research project / literature search - at faculty mentor's discretion		10
Data collection - must be actively tracked - at faculty mentor's discretion		10
Data analysis with minimal statistical analysis - at faculty mentor's discretion		10
Data analysis with significant statistical analysis - at faculty mentor's discretion		20
Completion of manuscript with submission to medical journal / website		50
Completion of abstract with submission to medical journal / website		25
Submission of a grant for intramural or extramural funding (with IRB approval)		120
<b>Publications</b>		
Publication of a research manuscript to a medical journal		60
Publication of a research abstract to a medical journal		30
Publication of a case report or case report series as a manuscript in a medical journal		30
Publication of a case report or case report series as an abstract in a medical journal		20
<b>Presentations</b>		
Oral presentation of your clinical research project or quality improvement project at a regional, national, or international conference		30
Oral presentation of another individual's clinical research project or quality improvement project at a regional, national, or international conference		10
Submission of oral presentation at a regional, national, or international conference - without acceptance		5
Oral presentation of CPC at CORD - Preliminary Rounds		20
Oral presentation of CPC at CORD - Final Round		20
Oral presentation of CPC at CORD - First Place Winner		30
Submission of CPC case without acceptance		5
<b>Posters</b>		
Poster presentation of your clinical research project or quality improvement project at a regional, national, or international conference - Moderated		25
Poster presentation of your clinical research project or quality improvement project at a regional, national, or international conference - Non-moderated		20
Poster presentation of another individual's clinical research project or quality improvement project at a regional, national, or international conference - Moderated		15
Poster presentation of your case report or case report series at regional, national, or international conference - Moderated		20
Poster presentation of your case report or case report series at regional, national, or international conference - Non-moderated		15
Poster presentation of another individual's case report or case report series at regional, national, or international conference - Moderated		10
Submission without acceptance of a presentation at a regional, national, or international medical conference		5
<b>Originals/Textbooks</b>		
Writing a chapter approved by the Program Director (Paper/Digital/Electronic)		25
Writing a textbook approved by the Program Director (Paper/Digital/Electronic) - Points assigned at PD/faculty mentor's discretion - 100 maximum		100
<b>Newsletters / Website Articles</b>		
Publications for the lay public, such as newspaper articles, on medical topics		10
<b>Sore Wars / Sim Wars</b>		
Participation on Sore Wars Team		5
Participation on Sore Wars Team - Winning Team		10
Participation on Sim Wars Team		5
Participation on Sim Wars Team - Winning Team		10
<b>Simulation</b>		
Design and write-up of an original simulation case		5
Design and write-up of an original simulation case with submission to journal, online portal, or website		10
Design and write-up of an original simulation case with submission to journal, online portal, or website with acceptance for publication		20
Design and implement task trainer/sim model		10
Design and implement task trainer/sim model (with associated poster, presentation, or publication - see above)		N/A
<b>Lectures / Labs / Sim Sessions - Medical Students or Interns Orientation</b>		
Lecture - virtual or live - at least 45 minutes		5
Procedure Lab - virtual or live - at least 45 minutes		5
Simulation Session - virtual or live - at least 45 minutes		5
<b>Blog Posts</b>		
RAMER blog post - must be officially posted on our NYPQ EM blog		5
Other NYPQ EM blog post - must be officially posted on our NYPQ EM blog		5
Sim/Workshop blog post - must be officially posted on our NYPQ EM blog		5
Sports Medicine / Ortho blog post - must be officially posted on our NYPQ EM blog		5
External blog post - at discretion of PD - minimum 35 points - Less reputable		10
External blog post - at discretion of PD - minimum 25 points - Reputable		20
<b>Social Media</b>		
Social media at their own board - must be an original submission - must regularly post - points per year		10
<b>International / Global Health / Community Outreach</b>		
International Elective - 4 weeks - Each rotation - approved by PD and/or Dr. Christine Chan - must involve delivery of medical care to underserved		25
International Elective - 2 weeks - Each rotation - approved by PD and/or Dr. Christine Chan - must involve delivery of medical care to underserved		15
International Elective - 6 weeks - Each rotation - approved by PD and/or Dr. Christine Chan - must involve teaching/educating international junior faculty or students		20
International Elective - 2 weeks - Each rotation - approved by PD and/or Dr. Christine Chan - must involve teaching/educating international junior faculty or students		10
Other Global Health Project - Points at discretion of PD and/or Dr. Chan		5
Community Outreach Project - Points at discretion of PD and/or Dr. Chan		5
Event Medicine - Points at discretion of PD and/or Dr. Huang - likely 5 points per event		5
<b>Representations and Volunteer</b>		
GME Representative - Per Year		5
HQSC Representative - Per Year		5
GME Subcommittee Representative - Per Year		5
CGRI Representative - Per Year		5
EMRA - Representative - Per Year		5
NYACP - Representative - Per Year		5
Program Evaluation Committee - Per Year		5
Other Representative/Volunteer Positions - at the discretion of PD - likely 5 points		5
<b>Administration</b>		
Completion of well-executed quality assurance / process improvement project - at the discretion of admin faculty or program director		10