

UC Irvine

Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health

Title

Advanced Ultrasound Workshops for Emergency Volume XVII, Supplement : August 2016 ix
Western Journal of Emergency Medicine Medicine Residents

Permalink

<https://escholarship.org/uc/item/64k1b7rc>

Journal

Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health, 17(4.1)

ISSN

1936-900X

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Publication Date

2016

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15 Advanced Ultrasound Workshops for Emergency Medicine Residents

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Background: Ultrasound has become a standard component of Emergency Medicine training. Most residency programs fulfill this requirement with a dedicated rotation. [i] At our institution this occurs in the intern year and focuses primarily on the ACEP core applications.[ii] This focused time allows intensive exposure, but for many residents, scanning declines after competency in the basic applications is achieved.

Educational Objectives: We sought to renew interest in ultrasound by presenting two advanced workshops on nontraditional content. Sessions covered ways ultrasound could augment or replace aspects of the physical exam. and ultrasound guided nerve blocks.

Curricular Design: Two workshops were implemented during a Post-Graduate Year (PGY) 2 resident class session. Each workshop was divided into brief modules which included a brief case-based didactics immediately followed by 10-15 minutes of hands-on practice scanning. This back-and-forth approach allowed the residents to immediately practice the presented content.

The physical exam workshop covered splenomegaly, acute mitral regurgitation, aortic dissection, hepatomegaly, jugular venous distension, patellar tendon rupture, and shoulder dislocation. The nerve block workshop covered posterior tibial, ulnar, radial, femoral, sciatic, interscalene brachial plexus, and supraclavicular brachial plexus nerve blocks.

Ideally every 3-4 learners in a workshop require: 1 instructor, 1 ultrasound machine, 1 standardized patient.

Impact/Effectiveness: Residents were given an anonymous self-assessment survey after the workshops. For the Physical Exam workshop, the residents all reported an increased level of comfort using ultrasound, and many of them reported they were using ultrasound more frequently after the session. For the Nerve Block session, the residents reported increased comfort performing these procedures, however there was not a significant difference in self-reported nerve block procedure numbers pre and post workshop. The main challenges reported with attempting ultrasound guided nerve blocks were difficulty identifying the nerve and lack of attending comfort level in supervising the procedure. These sessions could be easily replicated in other residency programs.

Table 1. Survey Results for Ultrasound as Adjunct to Physical Exam workshop.

	Yes	No	N/A
Attendance	9	3	
Use of Ultrasound increased after course?	6	5	1
Comfort Level increased after course?	10	1	1

Table 2. Survey Results for Ultrasound-guided Nerve Block workshop.

	Yes	No			
Attendance	8	4			
	zero	one	two	N/A	
# blocks done pre-session	5	2	3	1	
# blocks done post-session	6	3	1	2	
	Yes	No	Unsure		
Comfort level increased after session?	4	3	4		
	Finding appropriate patient	Time	Correctly identifying nerve	Attending comfort in supervision	N/A
Limitations in performing nerve block	1	1	3	1	3

16 An Airway Committee: An Innovative Way to Implement an Asynchronous Airway Curriculum

Dyer S, Wnek K, Romo E, Bobryshev P, Cook J, Leser E, Schindlbeck M, Nordquist E/John H. Stroger Hospital of Cook County, Chicago, IL

Background: It is imperative EM residents become competent managing difficult airways. Through an airway education needs assessment, it was learned that the PGY2 anesthesia rotation required improvement.

Educational Objectives: To improve the educational quality of the PGY2 anesthesia rotation and to increase the resident procedural competency and knowledge with difficult airways through asynchronous learning using a yearlong airway curriculum.

Curricular Design: An “airway committee”, consisting of an EM attending with national airway teaching experience, a simulation fellow, and 5 upper level residents, was formed to outline and develop a novel asynchronous, multimodal airway curriculum to supplement the PGY2 anesthesia rotation and increase resident airway competency. A FOAM (Free Open Access Medicine) based reading list was sent to each PGY2 prior to the start of their anesthesia rotation to provide a foundation of airway management. This was paired with one-on-one simulation cases to apply this knowledge. Advanced intubation and peri-intubation topics were discussed quarterly in small groups during conference led by faculty and senior residents. Additional advanced airway procedural practice was provided in a cadaver lab twice a year and an in vivo demonstration of an awake intubation. Key articles regarding airway management were reviewed quarterly at attending led journal clubs.

Impact/Effectiveness: We present a novel approach on how to implement airway teaching into an EM residency through a yearlong multimodal curriculum guided by an “airway committee”. Feedback has been favorable with 100% of residents reporting that the curriculum increased the