

UC Irvine

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

Title

Implementation of a Novel Senior Resident “Life Curriculum”

Permalink

<https://escholarship.org/uc/item/7pd5r7n7>

Journal

Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health, 25(3.1)

ISSN

1936-900X

Authors

Kerrigan, Danielle

Ojha, Jeremiah

Myles, Michelle

et al.

Publication Date

2024-03-24

DOI

10.5811/westjem.20484

Supplemental Material

<https://escholarship.org/uc/item/7pd5r7n7#supplemental>

Copyright Information

This work is made available under the terms of a Creative Commons Attribution License, available at <https://creativecommons.org/licenses/by/4.0/>

emergency medicine residency programs. Our innovation utilized simulation-based education, to create an engaging learning environment, where students worked through cases that might be expected of a new intern. There were a total of six simulated cases, utilizing high-fidelity mannequins and live actors, which included procedural and medical knowledge learning objectives.

Impact/Effectiveness: Overall, there was a statistically significant improvement in both medical knowledge scores (with an increase in scores from 50 to 70% ($p < 0.05$)) as well as reported comfortability in procedure performance with scores on a 5-point Likert scale increasing from 2.16 to 4.2 on orotracheal intubation, 2.5 to 3.8 on central line placement, and 1.83 to 3.6 for chest tube placement.

45 Implementation of a Novel Senior Resident “Life Curriculum”

Danielle Kerrigan, Jeremiah Ojha, Michelle Myles, Amy Mariorenzi

Resident education primarily focuses on medical knowledge, patient care, and scientific inquiry as required by the ACGME. However, as senior residents prepare for the transition to attending physician, many questions arise that fall outside of this scope and there is a paucity of literature on strategies to mitigate this. The few published curricula within this subject all focus on a single topic. Our literature search has not yielded any comprehensive curricula to address this transition. To our knowledge, this curriculum is the first of its kind. Our objective was to create a novel curriculum for senior residents to prepare them for life after residency by addressing areas in which residents are expected to be competent upon graduation but are often not explicitly taught. Following Kern’s six-step approach, we conducted a needs assessment which showed most residents did not feel our current curriculum sufficiently prepared them for the transition from resident to attending. We designed a “life curriculum” for senior residents covering commonly cited areas of need including: documentation, medicolegal topics, personal finances, and self-reflection. Each session was led by EM faculty or other content experts during existing conference time. Delivery methods were tailored to the topic and included small group discussions, hands-on workshops, and traditional didactics. This curriculum was delivered longitudinally over the course of an academic year. Participants were surveyed before and after each session rating their knowledge and confidence on a five-point Likert scale. Every session showed an improvement in both reported knowledge and confidence, suggesting that residents felt more prepared for life as an attending after participating in the sessions. This curriculum is currently continuing for its second year. In the future, we hope to implement additional

topics based on ongoing residency needs and the changing landscape of emergency medicine nationally.

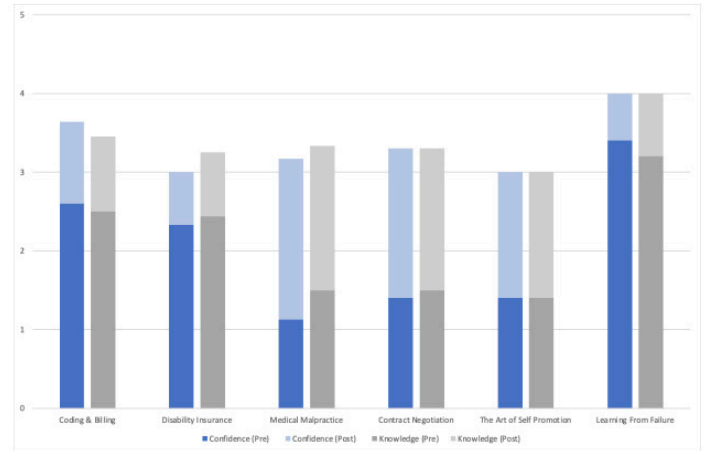


Figure 1. Results.

Table 1. Life curriculum sessions.

Coding and Billing
Finances: How to Plan for Retirement
Disability Insurance
Medical Malpractice
Contract Negotiation
The Art of Self Promotion
How to Find Passion Outside of Medicine
Learning From Failure

46 The Patient Experience: An In Situ Simulation

Jeanne Rabalais, Melissa Parsons, Alexandra Mannix, Aman Pandey, Alexander Howard

Introduction/Background: As a county safety-net hospital, there are many stress points in an ED visit for our patients. As physicians, we often do not realize these stress points. Prior work links empathy and positive physician-patient relationships to improved healthcare outcomes. New learners would benefit from understanding common patient frustrations, worries, and fears as the patient navigates through the ED.

Objectives: Increase understanding of patient flow through the ED - Recognize patients’ challenges and frustrations during their ED visit - Enhance communication skills to effectively address patient concerns and alleviate anxieties -Reflect on personal biases and assumptions that may impact patient care -Improve teamwork and collaboration by understanding the roles and perspectives of different healthcare professionals involved in patient care.