

of our program's interview spots.

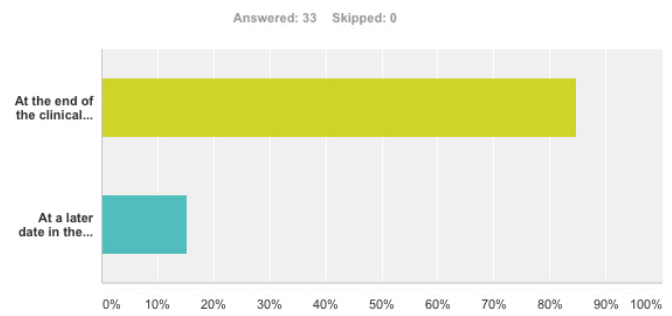
**Objectives:** The aim of this study was to determine if interviewing sub-interns during their rotation would be favored positively. We hypothesized that students would prefer this option, as it would save them time and money. It would also benefit our program as we could cut down the number of interviews offered during interview season, decreasing faculty interview fatigue.

**Methods:** Design: Using an online survey system, students were anonymously asked 4 multiple-choice questions following the match. Setting: Los Angeles County + University of Southern California. Participants: All visiting 4th year medical students who rotated at LAC+USC as EM sub-interns and matched in EM during the 2014-2015 application cycle. Observations: Answers were compiled and compared between one another.

**Results:** A total of 33 students completed the survey. Q1: Advantages to interviewing at the end of the rotation (100% save money/travel costs, 73% less stressful interview, 64% allows better familiarity with program, 48% allows applicant to leave better impression, 21% allows for earlier decision making, 0% no advantage). Q2: Interviewing at end of the rotation was (18% advantageous, 15% disadvantageous, 67% neither). Q3: Disadvantages to interviewing at end of rotation (51% incomplete application at time of interview, 48% program may forget about applicant at rank time, 30% does not allow enough time to prepare/practice for interview, 24% none, 18% applicant may forget specific aspects of program). Q4: If I could do it again, I would prefer my interview at (85% the end of rotation, 15% a later date).

**Conclusions:** EM bound 4th year medical students prefer interviewing during their sub-internship as it saves money and time, while providing a less stressful interview experience. Anecdotally, this intervention also significantly cut down on faculty fatigue as roughly 50-60 interview spots were eliminated from our interview season (Nov - Jan) while still interviewing the same number of applicants.

If I could do it again, I would prefer my interview at LAC+USC to be:



Answer Choices	Responses
At the end of the clinical rotation	84.85% 28
At a later date in the interview season	15.15% 5
Total	33

Figure 2.

## 62 Women Leaders in Academic Medicine: A Chair's Perspective

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**Background:** Since 1975, the medical field has seen a six-fold increase in female physicians. According to the AAMC in 2011-2012, women represented 37% of full-time medical school faculty, 43% of assistant professors, 20% of full professors, 14% of department chairs, and 12% of medical school deans. Despite this great increase, there is a “trickling off” effect of women in high-level leadership positions, especially as full professors, department chairs, and medical school deans.

**Objectives:** Assess the leadership culture in a prominent academic medical center and to gain a greater understanding of the perspectives that department chairs have on women in academic leadership positions.

**Methods:** Our study was conducted between May 2013-August 2013. We interviewed 18 of 25 clinical department chairs within our institution, a 72% response rate. Each interview was 20-40 minutes with standardized questions, including open-ended questions on their views on leadership characteristics, the barriers women face, why they face them, and possible solutions. All interviews were recorded, transcribed and remained confidential. The department chairs were only excluded if they were unable to schedule an interview during that time.

**Results:** The most cited barriers to women in leadership positions were Experience, Work-Life Balance, Self-Perception, and Specialty. Of our chairs, 89% discussed Work-Life Balance as the major barrier to women attaining leadership positions. In accordance, 39% felt that child-bearing years, or “time lag”, is discriminatory against women. 28% felt that women tend to lack self-promotion/negotiation skills (Self-perception), which

Which of the following do you feel are advantages to interviewing at the end of your rotation (mark all that apply):

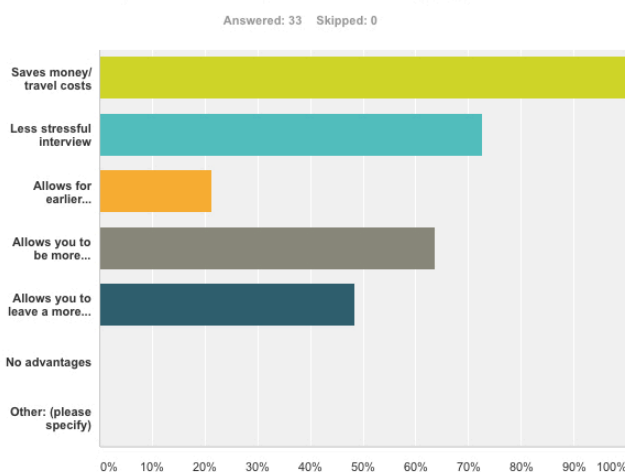


Figure 1.

supports the need to empower young women and to develop an interest in leadership. Additionally, 60% of women specialize in internal medicine, pediatrics, family medicine, obstetrics-gynecology, psychiatry, and anesthesiology, leading to lack of mentorship in other specialties. This lack of mentorship was voiced most strongly by the female department chairs. Of the interviews conducted, 100% believed that men and women are equally capable of being effective leaders in medicine and 41% reported that gender entered their thought process when hiring faculty or residents.

**Conclusions:** Our study emphasizes the need for institutionally-based programs to promote women leaders in medicine, to support those already in leadership positions and to foster the development of future female leaders. By instating a program dedicated to women in medicine, institutions are promoting gender diversity, which has been positively linked to financial performance. These programs should focus on re-entry for those who take leave, mentorship, and addressing specific barriers women may face. These are key components to promote the success and progression of women in medical leadership positions and to improve institutional level leadership as a whole.



Figure. Barriers to Women in Leadership.

**Background:** The use of social media in emergency medicine (EM) resident medical education has been transformative. Twitter, Facebook, and blogs have been used to enhance education by providing real-time updates on practice evidence, allowing for debate and discussion on best care practices, and creating a rich database of learning resources from renowned EM experts. While social media has been instrumental in graduate medical education, little is known regarding its role in residency recruitment. Residency directors largely rely on interviews, interview day events and program websites to attract residency candidates. However, we hypothesize that residency programs might be able to enhance recruitment using social media to attract residency candidates best suited for their programs.

**Educational Objectives:** The goal of our innovation is to assess if social media can be used to enhance residency recruitment.

**Curricular Design:** Residency Twitter (@UPennEM) and Facebook accounts were the primary social media methods utilized to distribute residency information. Tweets were released daily for one month prior to the start of residency interviews, and then weekly during interview season. Tweets were also copied and posted onto the Facebook account. Tweets consisted of up to 140 character messages; some Tweets included photos. Topics included information about program resources, residents, and faculty, direct quotes from current residents, and questions to current faculty and residency graduates. A Twitter hashtag, “#whatIloveaboutPennEM”, was created to label Tweets as information for interview candidates. Residency candidates were emailed about the Twitter and Facebook accounts prior to their interview day.

**Impact/Effectiveness:** With the number of EM residency candidates increasing and the limited in-person exposure between programs and candidates, social media provides a means to connect with residency applicants throughout interview season. By using residency Twitter accounts, Facebook accounts, or other social media, programs can highlight and provide further insight into unique aspects of their curriculum, current residents, faculty, and graduates. We are currently collecting data on the interactions and potential influence of our Tweets and posts. However, we believe this marketing strategy will further inform applicants and enhance recruitment of residents. A future study will seek to evaluate the influence of programs’ use of social media on residency applicants’ decision-making process during interview season.

**Innovations Abstracts**

**1 Love J, Mamtani M, Conlon L, DeRoos F, Scott K/University of Pennsylvania Department of Emergency Medicine, Philadelphia, PA**

Love J, Mamtani M, Conlon L, DeRoos F, Scott K/ University of Pennsylvania Department of Emergency Medicine, Philadelphia, PA

**2 360 Degree Feedback: A Novel Format for a Program Evaluation Committee in an Academic Emergency Medicine Residency Program**