

Table 1. Assessment Rubric without Demographics.

4. Please complete the following by circling:

	Unacceptable	Below Average	Average	Above Average	Outstanding
Didactic	1	2	3	4	5
Clinical	1	2	3	4	5
Approachable	1	2	3	4	5
Helpful	1	2	3	4	5

5. Please complete the following by circling:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The resident corrected mistakes	1	2	3	4	5
The resident had appropriate medical knowledge of the procedure	1	2	3	4	5
The resident had appropriate procedural skills for this course	1	2	3	4	5

31 Implementation of a Didactic Curriculum for Residents Training in a Dual Residency

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Background: It is difficult to integrate didactics into dual training programs that comprehensively address both aspects of the disciplines. Often, trainees will either attend or participate predominantly in educational activities of one specialty over the other. While there are topics that overlap, the subtleties and approach do differ.

In the SUNY Downstate dual emergency medicine-internal medicine residency we developed an integrated training conference to address this important aspect of dual disciplinary training.

Educational Objectives: Our goal was to create a curriculum specifically aimed at dual training residents.

Curricular Design: Using qualitative data obtained from key trainee and faculty informants we developed a curriculum that aimed to enhance dual training among residents. Among the multi-factorial programming development of a case conference program was found to be the most successful educational modality.

This conference is an interactive experience in which a patient that had presented to our institution is discussed in a systematic fashion. The case is presented by the senior resident that cared for the patient from emergency department presentation through inpatient course and final disposition.

The interactive group composed of trainees and educational faculty will then discuss the emergency medicine approach to this patient including differentials, workup, and care. The second part of the conference will then discuss the in-patient management and work up of this patient. This will often lead to out-patient care and follow up. The conference concludes with an overall summary of the topic with didactic and clinical application learning points.

Impact/Effectiveness: The feedback from residents has been uniformly positive and trainees have specifically cited the combination of the dual specialty focus in a single environment. As the emergency room is often the starting point of many patient interactions, this can be easily implemented into any dual training curriculum and may represent a novel and efficacious methodology for application in other training programs.

32 Improving Conference Evaluations via an Electronic Survey Platform

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Background: Conference evaluations are most effective if timely and specific. Traditional paper forms are limited by the resources required to distribute, collect and process the data, which delays results. Specific constructive feedback is also often missing. Computer-assisted surveys allow for follow-up questions based on initial responses, improving specificity while limiting duration.

Educational Objectives: The objective was to create an easily accessible electronic survey instrument that would collect feedback on weekly didactics. A successful tool would yield a response rate of 50%, elicit specific areas for improvement and make that data reportable to presenters within a week.

Curricular Design: Features correlated with lecture effectiveness are its structure, relevance, lecturer expertise and delivery. Using a web-based survey platform, an instrument with embedded logic was created; a matrix table asked learners to rate scope, delivery and teaching strategies on a 4-point likert-type scale. For any score less than 4, the survey displayed a linked “choose all that apply” question to identify specific sub-categories that needed improvement. The survey concluded with a free text comment box.

Initial feedback revealed learners preferred to respond within a single survey link, instead of re-entering the link for each presentation. The survey structure was modified to allow multiple evaluations per link activation.¹²²¹

Impact/Effectiveness: Average response rate was 47%. Real-time observation of survey completion led to