

3-4 online lectures each week (total of 10 lectures) on their own time for the first 3 weeks of their rotation. Lectures are grouped into themes as much as possible for each week (for example, Altered Mental Status, Headache, Toxicology & Trauma). At the end of each week, students are quizzed on the material and participate in a lab consisting of a team-based SIM session, an oral board case, and a procedure lab covering the same material from the online lectures. An end of rotation test assesses mastery of information.

Impact/Effectiveness: All students rotating in our emergency department (n=73) from July 2015 to October 2016 rated their preference for the new curriculum compared to a traditional curriculum from 1 (strongly preferring traditional) to 9 (strongly preferring new). Average ratings were 8.0, 8.4, 8.1, and 8.3 for interactive lectures, SIM cases, oral board cases, and procedure labs respectively. The mean end of rotation test scores for students engaged in our new curriculum are comparable to the mean test scores from past years during which the same home-grown exam, but a more traditional curriculum, was used. Our new quadruple threat EM clerkship curriculum seems to be an equally effective, yet preferable method to teaching the core concepts in EM compared to a traditional curriculum.

53 Using a Case-Based Blog to Supplement Emergency Medicine Education: One Residency's Experience

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Background: Emergency medicine (EM) resident education has embraced social media and web-based resources as critical teaching tools. While these resources provide a wealth of EM information, we hypothesized that more institution-specific, case-based online learning would enhance our EM resident education. Because our residents care for patients at both a highly-specialized quaternary-care hospital and community EDs, we selected topics beyond the typical scope of EM for additional instruction. In order to increase learner engagement, a case-based residency blog was developed.

Educational Objectives: 1) To provide continuous case-based education to EM residents, and 2) to promote resident engagement through online, case-based learning.

Curricular Design: The University of Pennsylvania's EM residency website (PennEM.com) had a pre-existing blog feature through WordPress, a free web-based site. Blog case entries were password protected and accessible only to emergency medicine residents. Cases were submitted by residents and selected by the blog editor. Cases included

diagnosis and treatment questions for residents to answer. Cases were posted at least monthly and tagged by category. Posts were announced via email, and residents were rewarded for correct answers with points redeemable for a small gift card.

Impact/Effectiveness: Since beginning the case-based blog initiative on March 8, 2016, the PennEM.com blog page was viewed 622 times. 15 cases were posted over 9 months on ultrasound, toxicology, critical care and clinical EM. The average number of emailed answers was 3.9 (range: 1-8). The average number of views on the case's first post date was 20 (range: 4-40 views). The top three most-viewed posts were two clinical cases (40 views, 35 views) and an ultrasound case (32 views). The top three most-answered posts were a toxicology case (8 responses) and two clinical cases (6 responses each). The data suggests that while residents may not participate in case competition, they view blog cases to supplement their EM education. Additionally, the trend towards increasing resident email participation supports increased resident engagement.

54 Utility of Alumni and Resident Survey in Curriculum Evaluation: Resident Perception and Alumni Perspective

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Background: In preparation for the Annual Program Evaluation, the Program Evaluation Committee (PEC) conducts an annual alumni survey, asking graduates about the residency's curriculum and how well it prepared them for their careers as Emergency Medicine attending physicians. These results, in conjunction with resident feedback, are used to enhance the clinical rotations and didactic components of our residency to maximize the residency experience.

Educational Objectives: We created a survey for our alumni and residents to obtain information about their current perception of their residency training and preparedness for clinical practice. Our goals included:

1. identifying potential deficiencies in clinical practices,
2. comparing current resident perception with that of alumni, and
3. establishing longitudinal feedback to ensure that our curricular interventions had an impact on our graduates skills.

Curricular Design: Utilizing Google Forms, we surveyed our residency alumni and current residents by email. We inquired about our residency training in the areas of Burn, Critical Care, Education, Neurology, Obstetrics/Gynecology, Ophthalmology, Orthopedics,