

in resident evaluations and other educational activities.

Objectives: We sought to determine if the implementation of a financially incentivized Educational Dashboard would lead to an increase in faculty conference attendance and the number of completed resident evaluations.

Methods: We conducted a pre- and post-intervention observational study at our EM residency training program between July 2017–August 2018. Participants were 17 full-time EM attendings at one training site. We compared the number of completed online resident evaluations by faculty (MedHub) and number of conference days attended (call-in verification) before and after the introduction of our Educational Dashboard, which included a financial incentive for faculty. The incentive required 100% completion of resident evaluations and at least 25% attendance at eligible didactic conference days. We calculated pre- and post-intervention averages and made comparisons using a chi-square test.

Results: Prior to implementation of the Educational Dashboard with a financial incentive, the 90-day resident evaluation completion rate by faculty was 72%. This increased to 100% after implementation.

Conclusions: Attaching a financial incentive to a tracked Educational Dashboard increased faculty participation in resident evaluations but did not change conference attendance. This difference likely reflects the minimum thresholds required to obtain the financial incentive.

25 Increased Space for Comments on End-of-Shift Card Associated with Longer Comments

Nelson J, Hegarty C, Barringer K, Grall K, Henry K, Hernandez B, Miller P, Paddock M, Willenbring B, Woster C / Regions Hospital; HealthPartners Institute, St. Paul, Minnesota

Background: Emergency medicine (EM) faculty members are expected to provide end-of-shift feedback to EM residents to enhance and focus their learning. However, quantity and quality of feedback is difficult to measure. We use paper cards to prompt an end-of-shift conversation, record faculty assessment of a Milestone and allow written comments for later review by the resident, clinical competency committee, and program leadership. We altered our end-of-shift feedback cards to allow for more space for comments hoping faculty would write more.

Objectives: Our primary objective was to assess length of written comments for three months before and after altering the structure of our feedback cards. A secondary objective was to assess how specific and actionable the comments were.

Methods: This was a prospective, observational study in which the authors counted the number of words written

on each card for all residents for three months before and after use of the new cards was implemented. Reviewers also rated how specific and actionable the comments were on a three-point scale (0 = not at all, 1 = somewhat, 2 = yes). To assess inter-rater reliability, we had 49 cards reviewed by two authors. Word count variables were summarized descriptively and compared using Wilcoxon rank-sum tests. We assessed inter-rater agreement using Cohen’s kappa.

Results: Nine EM faculty reviewed 1204 cards for 32 residents. On the new-format cards, faculty wrote a significantly higher number of words, both overall and for each “List tasks or behaviors done well” and “List specific suggestions for improvement,” when compared to word count on the previous cards. The rating of whether feedback was actionable was also significantly different when comparing the new cards with the previous cards, with a trend toward more actionable feedback on the new cards. There was no significant difference in rating regarding specificity between the two card types. For the subset of cards evaluated for inter-rater reliability, for specificity of feedback, kappa = 0.5837, and for rating on whether feedback was actionable, kappa = 0.9275.

Conclusion: By simply allowing more space on end-of-shift cards for comments, our faculty wrote 50% longer comments for our residents, including significantly more positive feedback and suggestions for improvement.

Table 1. Comparison of word count and whether feedback is actionable and specific, by type of card.

Variable	Original Cards (N=640)	New Cards (N=563)	p-value
Total word count, median (IQR)	10 (10)	16 (16)	<0.0001
Tasks or behaviors done well word count, median (IQR)	7 (6)	9 (9)	<0.0001
Suggestions for improvement word count, median (IQR)	0 (7)	0 (13)	<0.0001
Actionable (N, %)			0.0003
Not at all	362 (56.56)	280 (49.73)	
Somewhat	108 (16.88)	74 (13.14)	
Yes	170 (26.56)	209 (37.12)	
Specific (N, %)			0.1305
Not at all	150 (23.44)	149 (26.47)	
Somewhat	213 (33.28)	158 (28.06)	
Yes	277 (43.28)	256 (45.47)	

26 Mapping Emergency Medicine: Geographic Distribution of Emergency Medicine Clerkship and Residency Positions Based on 2016-2017 eSLOE Statistics

Montrief T, Jackson J / University of Miami Miller School of Medicine / Jackson Memorial Hospital, Miami, Florida

Background: Visiting rotations are an essential part of the