

teamwork over time using the Trauma Non-Technical Skills (T-NOTECHs) tool, a validated tool in the assessment of teamwork skills of trauma teams.

Curricular Design: Based on a trauma roles educational slide show, institutional leaders in trauma education developed a script demonstrating the ideal blunt trauma resuscitation, which was translated into a simulated resuscitation video. The video emphasized non-technical skills believed to improve trauma team performance including leadership, situational awareness, and effective communication. A positioning map and a trauma checklist were created to ensure clear roles and Advanced Trauma Life Support task performance. The three tools were delivered to current residents via lectures and case-based discussions. Following implementation, trauma team performance was tracked by trained coders reviewing video of trauma resuscitations using the T-NOTECHs tool.

Impact/Effectiveness: Given the variety in trauma, agreement on an “ideal” resuscitation was challenging to create. Following implementation, initial surveys of both residents and attendings indicated perceived improvement in trauma team performance as compared to pre-implementation. Currently, trained coders are measuring team performance over time using T-NOTECHs tool. Results at six and 12 months are pending.

6 Advancing Diversity In Emergency Medicine: The NYU EM Summer Fellowship for Under-represented Minority Medical Students

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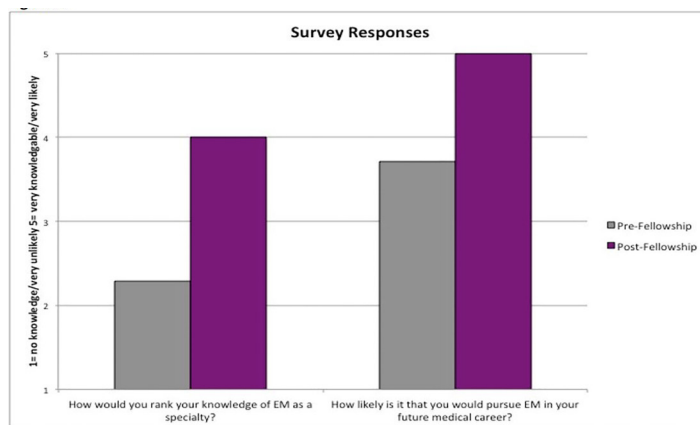
Background: Although under-represented minorities (URM) comprise 30% of the U.S. population, only 15% of medical students and 9% of emergency physicians self-identify as URM. We seek to provide early emergency medicine (EM) exposure for URM medical students in order to promote diversity and inclusion within EM. A physician workforce that more closely reflects our general population will facilitate learning and enhance cultural competency. Most medical schools do not offer exposure to EM until the clinical years, often as an optional rotation. As a result, many students are never formally exposed to EM, and thus lack the knowledge to make an informed career decision. A handful of EM programs in the country offer stipends for URM senior medical students who have already decided to specialize in EM. These programs, however, are not targeted at the early, undifferentiated, URM medical student.

Educational Objectives: Our fellowship was developed to engage pre-clinical URM medical students in EM and encourage them to pursue EM as a career.

Curricular Design: A total of 145 URM students from across the country applied to our five-week fellowship (July

2018), with full funding (housing, travel, and food) provided to the four who were accepted. Components aimed to explore the full breadth of EM and included faculty and resident mentorship, shadowing, social medicine initiatives, procedure workshops, didactics, simulation sessions, conferences, journal clubs, high school teaching, grand rounds, a wilderness medicine outing, meetings with the Office of Diversity Affairs, and a final scholarly project. A post-fellowship anonymous survey and focus group were conducted to assess their interest in pursuing an EM career. We aim to follow the fellows longitudinally to track career choice.

Impact/Effectiveness: We merged much of the curriculum with our inaugural NYU EM Summer Fellowship. Of the three NYU fellows, two were URM. Immediately post-fellowship, we conducted a focus group with all seven students and distributed an anonymous survey to assess our effectiveness in meeting our goals and the fellows’ interest in pursuing EM. The fellows’ average self-reported knowledge of EM and likelihood of pursuing a career in EM increased after the fellowship. From the focus group, students appreciated hearing from “someone [who] had [their] experience and made it to where they were.” Due to the success of our 2018 fellowship, we have received funding for 2019.



7 The New Morbidity and Mortality Conference – A Prospective Approach

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Background: In an effort to make morbidity and mortality (M&M) conference more engaging with an emphasis on cognitive biases, we launched a novel, prospective approach. Traditionally, the M&M format has been a case presentation with a retrospective analysis in a lecture-based format. Our previous conferences used a root-cause analysis to assess where errors occurred. Learners felt that the traditional format not only failed to promote engagement and faculty participation, but also lacked adequate attention to cognitive biases. Our new format, which incorporates small group learning, provides learners with a more