

to implementation. Survey availability was advertised to all residents at a three-site urban academic Emergency Medicine program and was implemented at one site. A postgraduate year 2 or 3 resident was asked to lead survey completion with members of ED staff each morning and evening shift. Once complete, an automated email initiated a restocking mechanism. Data was collected over 12 weeks, encompassing 3 academic blocks (each with new resident staffing), and analyzed retrospectively.

Results: The Control Block and Block 1 display similar equipment readiness, with a large number of items “Not Checked” in Block 1. Block 2 showed a marked improvement in percentage of equipment ready, which was maintained in Block 3. There was a ~21.47% response rate for surveys. Completion during night shifts was lower compared to days. Postgraduate year status did not play a major role in completion rates. Staff transitions did not result in consistent response trends.

Conclusions: Implementation of a resident-led critical care supply checklist completed by an interdisciplinary team improved equipment readiness across postgraduate years and staffing/block transitions. Working a night shift was identified as a barrier to completion, while postgraduate year was not. Identification of other survey completion barriers and survey impact on resident equipment familiarity requires further investigation.

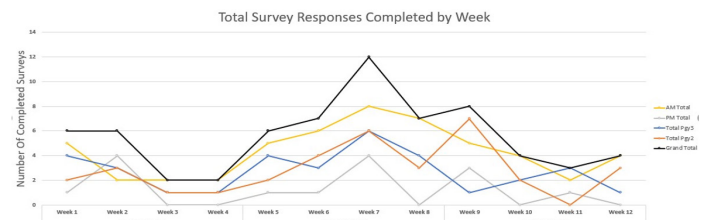


Figure 1. Total survey responses complete by week: displays total number of critical care equipment check surveys completed by residents by each week. Curves are broken down by post graduate year 2/3 and AM vs PM shifts.

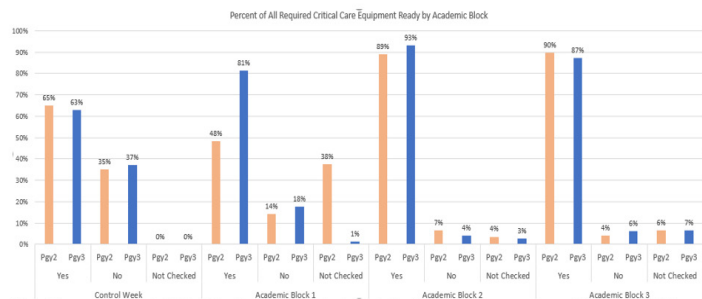


Figure 2. Percent of all required critical care equipment ready by academic block: displays the percent response of “Yes”, “No”, or “Not Checked” (survey default response) by academic block when responses are averaged across all survey items.

19 Do 4th Year Medical Students Applying to Emergency Medicine Match Where They Rotate?

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Learning Objectives: To identify if 4th year medical students applying to emergency medicine are more likely to match at a program where they rotated to identify factors influencing an applicant’s program rank list order

Background: An impactful portion of applying to an emergency medicine (EM) residency is participating in away rotations to obtain Standard Letters of Evaluations (SLOEs) to gain residency interviews to participate in the NRMP Match.

Objectives: To identify if fourth year medical students going into EM are more likely to match where they rotated. Since away rotations allow applicants to evaluate a program in person, we hypothesize most students match at a program where they rotated.

Methods: This is a retrospective observational survey. The survey was sent to EM residents in ACGME approved programs via the Council of Program Directors listserv sent by the EM Program Director of the University of Kentucky. Two hundred and thirty-nine responses from 12/06/2019-02/10/2020 were received. Inclusion criteria included being a current EM resident at an ACGME approved program. Exclusion criteria included an incomplete survey or not completing away rotations.

Results: Of 235 applicants, 106 applicants did 3 months of Emergency Medicine during their 4th year curriculum. Out of 226 applicants who ranked their away rotations, 73% ranked one of their away rotations in their top 3. Notably, 9/235 of applicants who rotated did not rank their away rotation, while 136/235 agreed that lack of a rotation at an institution would have affected their decision to rank a program. The top two factors affecting a programs’ rank included fit (n=99) followed by location (n=80). Finally, 121 (51.5%) students matched to a place they rotated.

Conclusions: Although 51.5% of students ultimately matched to a program they rotated, 48.5% did not. Fit and location continue to be the leading factors affecting rank list order. Limitations to this study were inability to separate students who did not initially match upon graduating medical school, inability to account for students who did not have a home program, and including a home rotation as an away rotation.

20 Does QBank Participation Impact In-training Exam Performance?

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Learning Objectives: To assess the impact of QBank participation and performance as it correlates with EM resident ITE performance.