

Figure 2. I feel more confident about how to address this topic when seeing patients in the emergency department.

Conclusions: We established the feasibility of a virtual social EM curriculum using standardized modules and show evidence supporting the use of virtual learning. This curriculum's impact is increased by the virtual platform's ability to provide a more diverse group of students and easier access to content experts. Finally, the use of standardized modules enables other programs to easily reproduce our curriculum.

55 Social Stressors and Isolation Have Biggest Effect on Resident Wellness During a Pandemic

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Learning Objectives: To identify what features of the Covid-19 pandemic have the biggest negative impact on the wellness of EM residents and what interventions help the most.

Background: EM physicians are already known to be high-risk for depression and burnout. In all likelihood the Covid-19 pandemic has added to this risk.

Objectives: We sought to identify the primary stressors for EM residents during this pandemic and determine which factors and interventions have helped most to improve their wellness.

Methods: Setting: An EM residency program in the state with the highest per-capita deaths from Covid-19. All EM residents were surveyed eight months into the pandemic using Google Forms. Surveys were anonymous to promote honesty. Residents were asked about to identify the three factors that had the greatest negative impact on their wellness. They were also asked to identify the three features that did most to improve wellness. Demographic information was collected.

Results: 23 of 27 residents (85%) completed the survey. 91% (95%CI 80-100) said the negative impact of the pandemic affects them more socially than professionally. The factors identified most commonly contributing negatively to a

resident's wellness were "decreased socialization / isolation" (74%) and "concerns for family safety" (70%). "Changing hospital protocols" (35%), "Feeling under-appreciated at work" (30%), and "Public not doing enough to stop the spread" (30%) were also identified frequently as having a negative effect. "Concerns for my own safety" was only identified by 17% of residents as being a top-three issue. The features most commonly identified as helping wellness were "Ability to socialize in small groups" (65%), "team mentality" (57%) and "free food" (44%).

Conclusion: Overwhelmingly, residents cite the social impact of the pandemic as having a more negative effect on their wellness than work did. Concerns for their own safety are not identified frequently as having a significant impact. Interventions that are social and decrease the sense of isolation appear to be especially important in improving wellness.

56 Society of Academic Emergency Medicine Systematic Online Academic Resource Review: Endocrine, Metabolism, and Nutrition

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Learning Objectives: To identify and present a list of high-quality FOAM resources related to EM and specific to endocrine, metabolic and nutritional disorders to guide trainees, educators and FOAM creators.

Background: Free open access medical education (FOAM) has become an integral part of medical school and residency training. However, resources potentially lack quality and coverage of core topics may not be comprehensive.

Objectives: In this second entry of the SAEM Systematic Online Academic Resource (SOAR) series, we describe the application of a systematic methodology to identify, curate, and describe FOAM content specific to endocrine, metabolic and nutritional disorders as defined by the 2016 Model of the Clinical Practice of EM (MCPEM).

Methods: We developed an automated algorithm to search 264 keywords derived from 9 subtopics within the MCPEM category in Google Foam and each site listed in the Social Media index. The top 100 results for each keyword were extracted. Resources underwent a manual iterative screening process. Those relevant to endocrinology and EM were evaluated with the revised Medical Education Translational Resources: Impact and Quality (rMETRIQ) tool.

Results: After rater training among four reviewers, the average measures intraclass correlation coefficient was 0.94 (95% CI 0.88-0.97, $p < 0.001$), denoting a very strong interrater reliability. Eliminating duplicates and journal articles from the initial 36,259 resources resulted in 9,751 posts, of which the preliminary screen for EM and endocrinology relevance

narrowed the total to 1,159 resources. Full-text review of 867 of these resources identified 486 that met our inclusion criteria and underwent evaluation with the rMETRIQ tool. Topic distribution was uneven (Figure 1). Table 1 outlines the subtopic distribution of total posts and high-quality posts with rMETRIQ scores ≥ 16 .

Conclusions: We systematically identified, described, and curated FOAM resources for EM residents and medical students on the topic of endocrinology, metabolic and nutritional disorders. A final list of high-quality resources can guide trainees, educator recommendations, and FOAM authors.

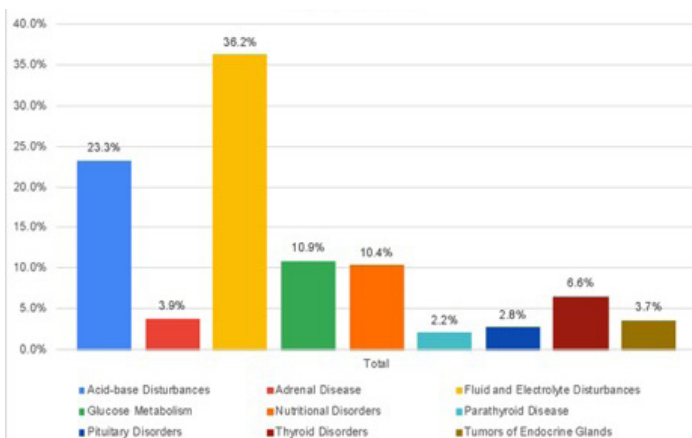


Figure 1. Topic distribution.

Table 1.

Subtopic	Total Posts	High-Quality Posts rMETRIQ ≥ 16
Acid-base Disturbances	181	*
Parathyroid Disease	110	7
Potassium	73	12
Fluid and Electrolyte Disturbances	59	*
Sodium	41	5
Thyroid Disorders	40	*
Nutritional Disorders	34	2
Vitamin deficiencies	28	1
Hypoglycemia	27	1
Hypovolemia	24	3
Diabetic Ketoacidosis	20	6
Pituitary Disorders	16	3
Tumors of Endocrine Glands	15	1*
Corticoadrenal insufficiency	14	1
Thiamine	14	5
Calcium	13	0
Magnesium	11	2
Chloride and Phosphorous	10	0
Hyperosmolar Hyperglycemic State	8	3
Hyperglycemia	6	0
Hyperthyroid	5	1
Hypothyroid	5	1
Malnutrition	5	0
Pituitary	4	3
Adrenal Disorders	4	1
DM Type 2	3	6
Fluid overload	3	0
Cushing's Syndrome	2	2
Malabsorption	1	0
Glucose Metabolism	1	*
Insulin pump	1	1
Total	778	81

*Number of posts pending secondary review and rMETRIQ scoring by topic: Acid-Base Disturbances (180), Fluid and Electrolytes (59), Glucose Metabolism (1), Thyroid Disorders (39), Tumors of Endocrine Glands (13)

57 The Effect of Simulated Patient Death on Participants' Self-Confidence

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Learning Objectives: The learning objectives include determining how a case with and without simulated patient death impacts participants' confidence and, secondarily, how the order of these simulation cases affect participants' confidence.

INTRODUCTION: The psychosocial effects of high-fidelity simulation are often neglected in studies. To the best of our knowledge, few studies have investigated if participants' self-confidence is significantly altered by simulated patient mortality.

OBJECTIVES: The aim of this project is to determine if participants' self-confidence in high fidelity simulation cases is affected by simulated patient death. It is also important for us to determine if the order of simulated patient outcomes may alter the participants' self-confidence.

METHODS: This is a prospective observational study including medical students participating in a third-year emergency medicine elective at a large academic institution. Students were randomly divided into two groups and each group completed the same two simulation cases. Group A completed a case with simulated patient death (case 1) first followed by a case in which the patient does not die (case 2). Group B completed the cases in the reverse order. After each case, students completed an anonymous survey of their self-confidence based on a validated confidence scale.

RESULTS: There were 15 participants in this study. The self-confidence scale (C-scale) could range from 5 (low self-confidence) to 25 (high self-confidence). The mean C-scale for case 1 and case 2 were 14.4 and 15.3, respectively ($p>0.05$). The mean C-scale for group A ($n=9$) and group B ($n=6$) were 12.9 and 17.7, respectively ($p<0.05$).

CONCLUSIONS: There was no statistical difference between the C-scales reported in case 1 and 2 which suggests that simulated patient death does not directly impact a learner's self-confidence. However, a relationship between the order of the cases and self-confidence appears to exist. Learners who first completed the case without death were overall more confident than their counterparts who first completed the case with death.

58 The Feasibility of the Vot-ER Voter Registration Model in a Public Hospital Emergency Department

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Learning Objectives: The learning objective is to understand the implementation and feasibility of a novel (and