

Table 1. Post session anonymous survey questions used for feedback from learners.

For each of the following statements, please indicate how true it is for you, using the following scale:
 1 2 3 4 5 6 7

Note: True [1] Somewhat True[4] Very True [7]

Regarding your interest/enjoyment around the session:
 I enjoyed doing this activity very much.
 This activity was fun to do. I thought this was a boring activity.
 This activity did not hold my attention at all.
 I would describe this activity as very interesting.
 I thought this activity was quite enjoyable.
 While I was doing this activity, I was thinking about how much I enjoyed it.

Regarding your perceived competence with this session:
 I think I am pretty good at this activity.
 I think I did pretty well at this activity, compared to other students.
 After working at this activity for a while, I felt pretty competent.
 I am satisfied with my performance at this task.
 I was pretty skilled at this activity.
 This was an activity that I could not do very well.

How did you feel about the value and usefulness of this activity?
 I believe this activity could be of some value to me.
 I think that doing this activity is useful for _____ [Narrative feedback]
 I think this is important to do because it can _____ [Narrative feedback]
 I would be willing to do this again because it has some value to me.
 I think doing this activity could help me to _____ [Narrative feedback]
 I believe doing this activity could be beneficial to me.
 I think this is an important activity.

Would you like to learn more about this topic? Select one answer.

1. Absolutely
2. Maybe
3. Not really
4. Definitely not

Table 2. Survey results.

Question	Minimum	Maximum	Mean	Std. Deviation	Variance	N
1 I enjoyed doing this activity very much.	3.00	7.00	6.3	0.81	0.63	10
2 This activity was fun to do.	3.00	7.00	6.28	0.87	0.76	10
3 I thought this was a boring activity.	3.00	4.00	3.30	0.90	0.81	10
4 This activity did not hold my attention at all.	3.00	7.00	3.90	1.52	2.68	10
5 I would describe this activity as very interesting.	4.00	7.00	6.70	0.90	0.81	10
6 I thought this activity was quite enjoyable.	4.00	7.00	6.40	0.90	0.84	10
7 While I was doing this activity, I was thinking about how much I enjoyed it.	4.00	7.00	6.00	1.38	1.80	10
Question: perceived competence	Minimum	Maximum	Mean	Std. Deviation	Variance	N
1 I think I am pretty good at this activity.	4.00	7.00	5.20	1.37	1.36	10
2 I think I did pretty well at this activity, compared to other students.	4.00	7.00	5.00	1.38	1.80	10
3 After working at this activity for a while, I felt pretty competent.	4.00	7.00	5.40	1.00	1.04	10
4 I am satisfied with my performance at this task.	4.00	7.00	5.30	1.00	1.00	10
5 I was pretty skilled at this activity.	4.00	7.00	5.30	1.22	1.40	10
6 This was an activity that I could not do very well.	3.00	7.00	3.90	2.12	4.40	10
Question: value	Minimum	Maximum	Mean	Std. Deviation	Variance	N
1 I believe this activity could be of some value to me.	4.00	7.00	6.40	1.00	1.04	10
2 I would be willing to do this again because it has some value to me.	4.00	7.00	6.40	1.00	1.04	10
3 I believe doing this activity could be beneficial to me.	4.00	7.00	6.40	1.00	1.04	10
4 I think this is an important activity.	4.00	7.00	6.40	1.00	1.04	10

session was based in a mix of both cognitive and social constructivist learning theories.

Impact/Effectiveness: Mean rating of the session was 6.4 out of 7 (95%CI 4.4-8.4) for value, and 6.7 out of 7 (95%CI 4.94-8.46) for participant interest. All respondents reported that they wanted more training. Education in

neurodiversity is an effective way to broaden awareness and promote diversity and inclusion in graduate medical education programs.

23 Learning Mass Casualty Triage via Role Play Simulation

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Background: The purpose of this educational intervention was to introduce trainees to the core competencies of disaster preparedness/ resource allocation/mass casualty incident (MCI) command, and event medicine. This innovative learning activity involving trainees from different programs teaches effective techniques of how to perform START (Simple Triage and Rapid Transport) in a mass casualty event.

Educational Objectives: 1. Differentiate between day-to-day triage and triage during MCI 2. Apply the components of START.

Curricular Design: The scenario is a Music Festival. A group of residents are granted backstage access to tour the concert grounds and medical tent. During the facility tour, the operations director (proctor #2) radios the tour guide (proctor #1) to let them know of an emergency crowd stampede due to unapproved pyrotechnics causing a fire; the medical tent is all of a sudden being flooded with patients. “Patients” are trainees who receive an index card labeled with vital signs and mental status and transported one at a time to the tent. Residents run over to the tent, perform triage then select two of the most critical patients for air transport. The station leader documents the accuracy of each team. Winners are selected based on time of completion and accuracy of correctly triaging patients. For every incorrect triage a 30 second penalty is added. Incorrectly triaged patient cards are debriefed in detail.

Impact/Effectiveness: This activity engages learners both physically and mentally, necessitating everyone to be active. Impact was measured by post-activity survey, accessed via QR at the station. 93% reported feeling better prepared to manage a real-life MCI. 98% reported that START triage better motivated them to learn. 96% reported this activity challenged them more than other learning activities. Verbal feedback included appreciation for the innovative activity design and being able to get some exercise.

24 Manual Uterine Aspiration (MUA) Simulation for Emergency Medicine (EM) Residents

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Background: Early pregnancy loss (EPL) is a common