

important skill for medical students to learn, as emergency medicine (EM) requires proficiency in this field.

Educational Objective: The objective of this study is to determine effective methods of teaching SDOH to students pursuing EM.

Curricular Design: In this study, 4th-year medical students rotating in the ED identify and interview patients with chronic illness regarding SDOH. They focus on social and other aspects of healthcare (whether they have a primary doctor, insurance, home). They follow the patient's journey through the ED shift i.e., chart time of arrival to bed, tests administered, and if the patient gets admitted. They then discuss a proposed plan of follow-up transition care with the ED Case Manager/Social Worker. Throughout the 4-week rotation, the students check on the patient to see if they followed up with their primary doctor/specialist or returned to the ED. Students then complete a REDCap post-exercise survey. It will include written reflections, where they outline how they will apply this knowledge to future patient interactions. A thematic analysis of the reflections will be completed, with the goal of evaluating the effectiveness of this instructional method.

Impact: SDOH impacts patients' health, and EDs serve as the front line for medical care in underserved communities. A method of incorporating SDOH is by highlighting these issues in students' EM sub-internship curriculum and assessing how they apply this knowledge in the future. Thus far, the students have responded enthusiastically - their reflections expand on their experiences interviewing patients about SDOH and working closely with Social Work/Case Management to arrange follow-up care. They collectively are grateful for the opportunity to take part in this exercise.

37 Stop, Think, Plan, Reflect

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Introduction/ Background: As residents progress in training, many develop a framework for managing uncertainty in caring for critically ill patients. Formal strategies to manage uncertainties are not always formally taught to novices. Developing such skills may aid the novice when they become "stuck" due to gaps in knowledge, skills, or experience.

Educational Objectives: 1) Implement "Stop, Think, Plan" as a cognitive and behavioral intervention during simulation workshops as a structured tool to approach uncertainty in the care of critically ill patients. 2) Reflect on scenarios through group discussion to understand individual and team thought process during the simulation.

Curricular Design: The "STOP, THINK, PLAN" technique was implemented during a PGY1 simulation workshop to teach

a strategy that anticipates and plans for adverse outcomes when caring for critically ill patients. Residents working in teams of 3-4 were presented with 3 unstable patient scenarios (septic infant, complete heart block, and status epilepticus). Scenarios were paused at critical junctures and teams were asked to "STOP." Each resident was asked to "THINK" of 3 potential adverse events, and what they would do if these events occurred. Teams were given time to discuss concerns and "PLAN" next steps together. Simulation was resumed. Post-exercise debrief focused on resident reflections in the "STOP" and "THINK" portions of the simulation identifying knowledge deficits. Post-case reflection was added to encourage self-study and improvement in identified areas.

Impact: The "STOP, THINK, PLAN" technique encouraged anticipation and planning for complications, as well as reflection and active learning. Subjectively, PGY1 participants felt that this approach was a helpful educational technique and potentially useful in the clinical setting. This technique will be instituted in upcoming workshops for all PGY levels. We did not track resident self-directed learning but will do so in the future.

38 TacMed1: An Innovative Education Program in Tactical Medicine Education

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Background: Sandy Hooks, Boston Marathon, Pulse Night Club, Parkland, Las Vegas, Uvalde. These tragedies also brought to the forefront a growing need in our communities. With mass shootings and other MCIs happening almost every day, we as emergency physicians have to equip ourselves to respond. Goal: To prepare EM residents for real-life scenarios involving law enforcement tactics and associated unique injuries.

Objectives: 1. Teach effective hemorrhage control in austere environments 2. Display proper safe weapons handling 3. Demonstrate proper tactical equipment use and removal for medical assessment 4. Demonstrate tactical medical care and handoffs.

Curriculum: Deficit: Although there is faculty and resident interest in tactical medicine, our program had no formal residency experience related to this topic. Design: The course began with a brief introductory lecture by medical staff and SWAT operators covering topics including tactical zones of care, the THREAT approach, MARCH care, and casualty evacuation. The session was then broken into 3 stations covering bleeding control and tourniquet use, safe weapons handling, and tactical officer equipment use and removal. The final portion of the course included live-action high-fidelity case scenarios of providing care in the Hot, Warm, and Cold zones.

Impact: Result: Of the course participants, 83.9% had