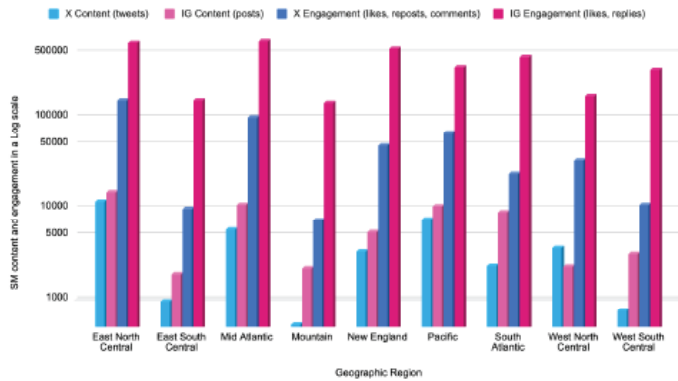


engagement (Figure 1). Academic programs have the most prominent SM presence. Compared to X, IG is more frequently used by programs, generates more engagement, and has higher composite scores.

**Conclusion:** While there is overall favorability of IG over X across programs, academic settings and regions with more residencies have a more prominent SM presence. In addition, program-driven content does not always correlate with engagement, thus highlighting a potential opportunity for growth and further investigation, especially as it relates to recruitment.



**Figure 1.** Emergency Medicine Residency social media activity by geographic region.

**Table 1.** Emergency Medicine Residency Program activity on Twitter (X) and Instagram (IG) by geographic region and program type.

Geographic Region	Programs in Region (n)	X Content (tweets)	IG Content (posts)	X Engagement (likes, reposts, comments)	IG Engagement (likes, replies)	X Composite Score (tweets, likes, posts, comments)	IG Composite Score (posts, likes, replies)
East North Central	49 (20.5)	1174	1499	15236	65629	16410	67128
East South Central	12 (5.0)	94	185	975	15338	1069	15523
Mid Atlantic	60 (25.1)	572	1072	9903	68283	10475	68395
Mountain	10 (4.2)	52	216	720	14328	772	14544
New England	11 (4.6)	328	540	4878	55518	5206	56058
Pacific	22 (9.2)	745	1046	6707	34366	7452	35412
South Atlantic	41 (17.2)	232	900	2370	44816	2602	45716
West North Central	10 (4.2)	363	226	3294	17041	3657	17267
West South Central	24 (10.0)	76	313	1070	32643	1146	32956

Program Type	Programs (n)	X Content (tweets)	IG Content (posts)	X Engagement (likes, reposts, comments)	IG Engagement (likes, replies)	X Composite Score (tweets, likes, posts, comments)	IG Composite Score (posts, likes, replies)
Academic	83 (47.3)	2335	3124	5306	180205	7641	183329
Community	113 (34.7)	632	212	29586	99497	30218	99909
County	33 (13.8)	790	818	10261	64021	11051	64839
Unspecified	10 (4.2)	0	35	0	1485	0	1520

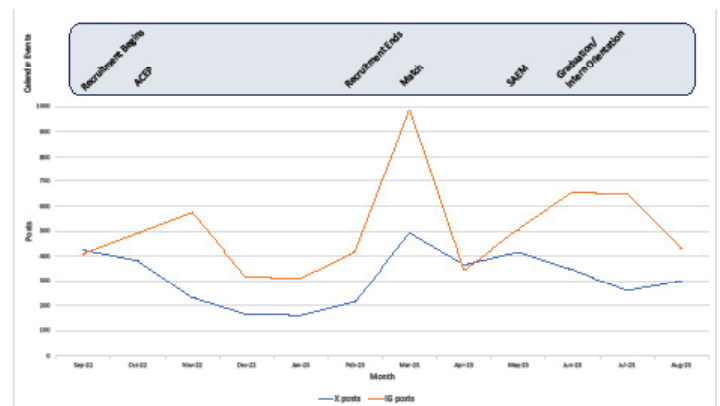
best practices for social media (SM) use, EM residency programs embraced SM as more than an educational tool, leveraging it for branding and recruitment. Strategic use of platforms like Twitter (X) and Instagram (IG) by EM programs throughout the academic year remains understudied.

**Objective:** This study reports monthly X and IG activity by EM residency programs. We hypothesize that fluctuations in SM activity align with key residency calendar events.

**Methods:** Using the EMRA Match site, 239 unique EM residency programs were evaluated for the presence of and engagement on SM from September 2022-August 2023. A composite score was created to capture overall SM engagement, calculated by the sum of monthly likes, comments and reposts divided by total monthly posts for X and likes and comments divided by total monthly posts for IG. The monthly posts and composite engagement scores were then compared to the EM academic calendar to evaluate for temporal trends.

**Results:** There were notable variations in SM posts and engagement when compared to crucial milestones in the EM academic calendar. Overall, posting and engagement on IG was higher than X. Both platforms exhibited increased posts at the time of NRPM Match 2023 (Figure 1). X engagement was highest at the end of recruitment season. There was a general trend in increased IG engagement over time, particularly during graduation and when welcoming new interns but not at the time of the match. (Figure 2)

**Conclusion:** We note a correlation between EM residency SM activity and the academic calendar that varies by SM platform. Strategic peaks during the end of recruitment/match (February/March), and graduation and intern orientation (June/July) highlight thoughtful alignment that may be purposeful to optimize SM engagement. Understanding these temporal trends may aid programs to optimize their SM impact as well as identify opportunities to increase future engagement.

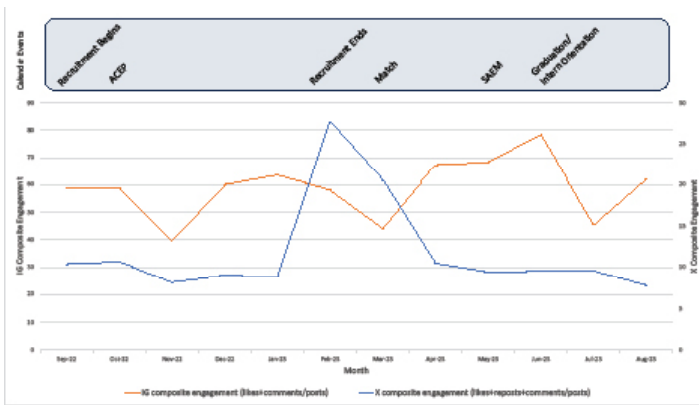


**Figure 1.** Monthly total posts on Instagram (IG) and Twitter (X) by Emergency Medicine Residency Program.

## 48 Navigating the EM Calendar: An Analysis of EM Residency Programs on Social Media

Michael Fink, Jay Khadpe, Zachary Repanshek, Lauren McCafferty, Abbas Husain, Pinaki Mukherji, Sayuri Sayakkara, Kristy Schwartz

**Background:** In the decade since publication of CORD



**Figure 2.** Monthly composite engagement on Instagram (IG) and Twitter (X) by Emergency Medicine Residency Program.

## 49 Are We Training Fellows Broadly Enough for Scholarship in Education: A Cross-Sectional Analysis of Education Scholarship Fellowships in Emergency Medicine

*Kestrel Reopelle, Jeremiah Ojha, Frances Rusnack, Dimitri Papanagnou*

**Background:** Medical education (MedEd) fellowships offered within the academic emergency medicine community are expected to equip fellows with the requisite skills to engage in research, scholarship, and scholarly inquiry. Despite the growing number of MedEd scholarship fellowships approved by the Society for Academic Emergency Medicine (SAEM), there is no standardized approach offered to programs on specific scholarship-based experiences to be included in formal curricula.

**Objectives:** We aimed to describe scholarship- and research-based experiences of SAEM-approved MedEd scholarship fellowships that would prepare fellow graduates for independent pursuits in education scholarship.

**Methods:** We considered Boyer’s definition of scholarship (i.e., scholarship domains of discovery, integration, application, and teaching) as a guiding framework for identifying and classifying specific scholarship opportunities. We conducted a holistic review of the last 18 applications that earned SAEM-Approved Education Scholarship Fellowship status. The applications were deductively analyzed by three authors, and the experiences categorized into the appropriate scholarship domains.

**Results:** 9 of 18 programs require training experiences that cover all four domains of scholarship. 5 programs offer optional opportunities that cover all four scholarship domains. Programs have an average of 4 opportunities to engage in

the scholarship of discovery, 1 opportunity for scholarship of integration, 1 for application, and 7 for teaching.

**Conclusions:** MedEd fellowships offer a variety of preparatory opportunities in all four domains of scholarship but lean heavily towards the scholarship of teaching. There remain many opportunities to engage fellows in the scholarship of discovery, integration, and application. A limitation of our study was the format of the formal application, which has limited prompts to capture the full breadth of scholarly activities offered.

## 50 What the FIKA?

*Hanna Barrett, Jesse Kellar, Ashley Garispe*

In emergency medicine (EM) residency programs, didactic conferences play a crucial role in providing residents with the necessary knowledge and skills to deliver high-quality patient care. Much work has been done in recent years to improve the quality of EM conferences, however not much has been targeted to mitigate resident fatigue and decreased attention at the end of the conference session. To address this, we implemented Fika breaks, a Swedish tradition that integrates pastries and coffee during workday breaks, into EM didactics. This study investigated the effects of incorporating Fika breaks into the didactic schedule of EM residencies on resident sleepiness levels during didactic sessions using the Karolinska Sleepiness Scale (KSS). We conducted a two-phased experimental multi-center longitudinal study to determine the association between resident fatigue during conferences with and without a Fika break among emergency medicine residents. There are four participating community hospitals in this study, each with EM residencies. The participants included were EM residents across the four participating hospitals. There was a total of 98 residents participating in the study group. On the intervention days, a 15-minute Swedish Fika break was added into the EM conference after the second hour of conference. On control days, normal breaks occurred if scheduled during EM conference. During both phases, a survey was also then conducted before the last hour of lecture. A paired sample t-test was used to compare the mean KSS of the resident cohort both with and without the implementation of Fika. The average KSS score was 4.6 on Fika days and 5.5 on control days with p-value of 0.004. Results indicated that the inclusion of Fika breaks positively influenced sleepiness levels, thus potentially enhancing the educational experience during residency didactics. The study limitations include a relatively small sample size and a short intervention period.