

drafted SLOEs were independently reviewed by three SLOE committee members who provided one of three protocolized decisions: no revision suggested; agree with content but offer minor revisions; or referral to the SLOE review committee. The full committee then met for discussion and revision of all SLOEs referred for more substantial review until consensus was reached. Impact: This process has been utilized for three application cycles. In the initial year, 8(27%) SLOEs received at least one request for revision with 4(13%) referred to the review committee. In 2022, 6(25%) SLOEs were flagged for revision with 3(13%) referred to the review committee. In 2023, 13(43%) received a request for revision with 4(13%) referred for review. These data show our committee identified a small but consistent subset of SLOEs that may have unintentionally disadvantaged certain students. Introduction of such a committee provides a low-effort, high-reward method to identify and rectify unintentional messaging or biases.

10 Empowering Future Healers: Integrating STOP THE BLEED® Training Into the Medical School Journey

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Introduction: Exsanguination continues to be the leading cause of preventable death in trauma patients, according to the World Health Organization. The American College of Surgeons’ STOP THE BLEED (STB) course teaches lay rescuers to recognize life-threatening bleeding and utilize direct pressure, tourniquets, and wound packing to control severe bleeding. Despite medical students’ education primarily focusing on hospital care, exsanguination too often occurs in the prehospital setting. Thus, we evaluated the effects of including a hands-on STB course in the first-year medical school curriculum.

Educational Objectives: 1. Prepare medical school students to recognize and intervene in the event of severe bleeding. 2. Compare the likelihood of intervention before and after the STB course.

Curricular Design: Basecamp, the orientation course for first-year medical students at UCLA, is an introduction to medical school and the student’s future as physicians. During this course, students are provided both education and a mindset for success through self-inventory, reflection, small group discussion, online activities, and lectures. During the month-long course, students participated in a 60-minute STB course, including didactic and skills practice.

Impact/Effectiveness: 172 students became STB-certified and completed the post-course survey. Ten percent reported having taken a previous STB course. Before the course, 55% reported being somewhat/very likely to attempt to control severe bleeding. Following the course, that number increased to 99%, representing an 80% increase (Figure 1). Similarly,

41% were somewhat/very likely to use a tourniquet before the course. Following the course, that number increased to 100%, representing a 143% increase. Post course, 96% reported it is somewhat/very important to have a campus-wide STB training program and 97% reported it is somewhat/very important to have bleeding control equipment available in public spaces on campus (Figure 2).

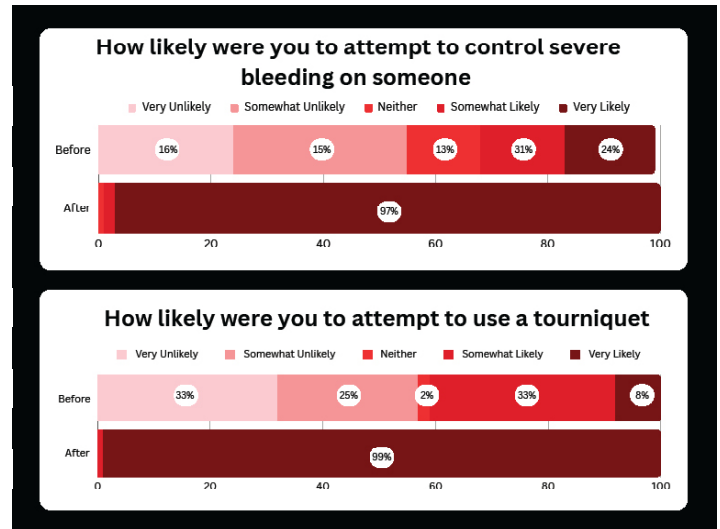


Figure 1.

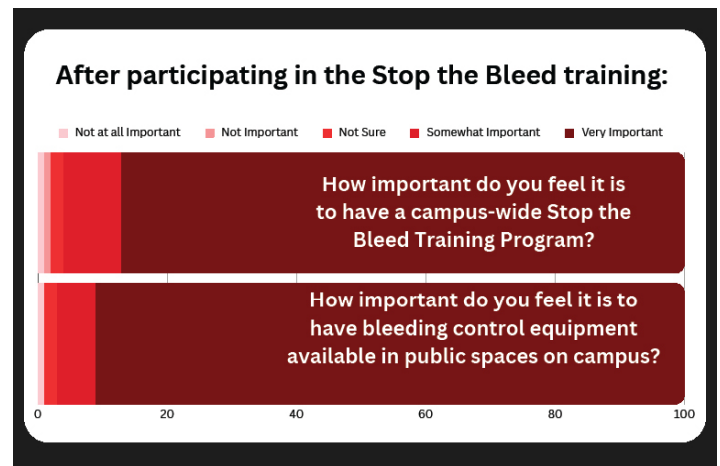


Figure 2.

11 Decreasing Risk and Stigma Among Patients Who Use Drugs: Creating an ED-Based Harm Reduction Curriculum

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Introduction: People who use drugs (PWUD) represent 10% of ED visits nationally; many delay seeking care