

clinical leadership. 3. Equip prospective facilitators with the tools for tailored implementation of the CLC to their programs while ensuring the fidelity of the curriculum.

Design: Our CLC features 10 monthly 1-hour clinical leadership modules and provides facilitator training. Sessions are structured as peer-to-peer discussions during didactics' lunchtime. Facilitators have access to a guide and information for each session (Figure 1), thus reducing preparation efforts and ensuring the fidelity of the CLC delivery. We expanded the curriculum's reach to include EM residents at all postgraduate year levels, transitioned from lengthier end-of-curriculum assessment surveys to shorter ones for each session and have effectively adapted this CLC to an EM audience.

Impact: Data from our assessment surveys reveal positive feedback. Through addressing an important training gap and its ease of implementation, this CLC has gained national traction and is being adopted by an increasing number of programs in various specialties (Figure 2). We remain committed to data collection to assess if any further adjustments are necessary.

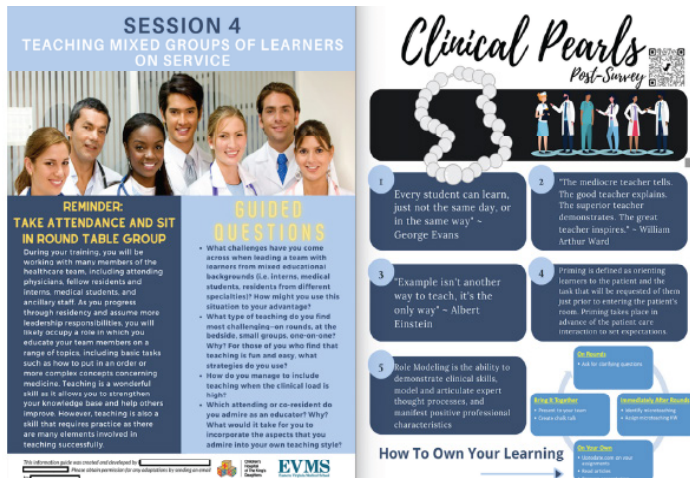


Figure 1. Facilitator guide example.

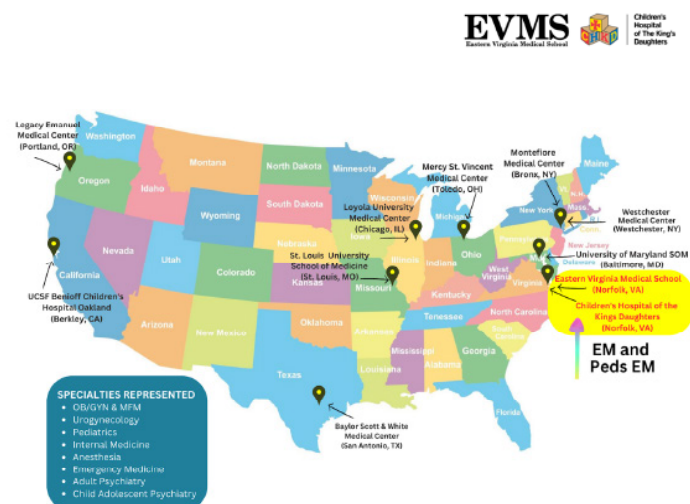


Figure 2.

27 Take 5 – Enhancing Education with a Tool for Timely Teaching

Kimberly Alford, Bracken Franklin Roberts, Allison Schiller

Background: Providing focused and structured teaching for the revolving door of learners in a busy emergency department poses many challenges, most importantly lack of time. Academic attendings have been reported to spend an average of 6% of their shift time teaching, however, with the myriad of other responsibilities, teaching can get lost. While medical students are focused on learning the art of medicine on shift, the reinforcement of core EM concepts is also vital.

Educational Objective: Our project aims to provide and standardize on-shift teaching of core content for medical students using a tangible educational tool. The goal is to improve performance on gastrointestinal (GI) system topics with intent to improve National Board of Medical Examiners (NBME) EM shelf exam scores.

Curricular Design: In 2022 we noted an increase in NBME EM shelf exam failures. Targeting the lower performing subject areas on the exam, Take 5 was developed to deliver high yield content in 5 minutes. We focused on the CDEM curriculum and the EM model of clinical practice. Each card set consisted of 5 cards targeted to one disease process. The cards served as an on-shift aid utilized on the established teaching rotation. The teaching resident began each shift using the cards to guide students through 6 disease processes. The card sets remained in the clinical space and were available for self-directed learning throughout their rotation.

Impact: Take 5 provides a structured educational format that can be used to promote learning, whether guided or self-directed. While the goal was to improve shelf scores, Take 5 was noted to positively impact student and teaching resident perception of education on the rotation. The overall shelf scores did not show statistical improvement, but when Take 5 was used an improvement was seen in the GI subject content area of the exam. Future plans include expanding Take 5 content as well as comparing the effectiveness of guided vs self-directed learning.

28 Rapid Cycle Deliberate Practice Simulation of Cardiac Arrest Resuscitation as a Single Provider

Shayne Polley, Ashley Iannantone, Travis Hase, Matthew Aronson, Ryan McKillip

Introduction: The resuscitation of an acutely ill patient often requires an emergency physician to perform multiple lifesaving interventions while maintaining cognitive focus.