

83 Introduction of Protected Academic Shifts to the PGY1 Emergency Medicine

Curriculum – How is the Time Used?

Chen L, Beeson MS, Bradford A, Warrington S, South A/Akron General Medical Center, Akron, OH

Introduction: In the academic year 2012-2013 the EM Residency Program at Akron General Medical Center incorporated three “academic” shifts into the PGY1 monthly ED schedule, with a likewise decrease in monthly clinical shifts. We report how PGY1 residents utilized their protected academic shifts and discuss the benefits.

Background: Bloom’s Taxonomy of learning is the widely accepted framework of the cognitive learning process. Knowledge and understanding form the base of the pyramid, followed by application, analysis, synthesis, and evaluation. Traditional EM residency education consists of PGY1 residents surpassing upper level residents in clinical shifts. This structure promotes PGY1 residents into the “application” level of the pyramid prior to a strong foundation in knowledge.

Educational Objectives:

1. Provide protected time to develop a solid foundation of medical knowledge to facilitate application to clinical care.
2. Provide time to complete residency requirements, specifically online test completion, procedure documentation, follow-up documentation, lecture preparation, etc.

Curricular Design: When assigned to the emergency department, each PGY1 EM resident is assigned 18 ten-hour shifts and three academic study shifts monthly. Residents document their time use.

Impact/Effectiveness: 11 PGY1 EM residents participated. Table 1 demonstrates academic shift time use. In-Training Examination (ITE) results showed improvement between the 2012 and 2013 years, 68.7 (SD 6.1) in 2012, and 71.2 (SD 5.1) in 2013, 95% p-value of (0.41).

Conclusion: Bloomss Taxonomy of Learning demonstrates that the highest level of learning occurs when a concrete knowledge base is first constructed. Subjecting PGY1 residents to a large number of clinical shifts prior to building the knowledge base may be counterproductive to efficient progression of learning. Although not statistically significant, there was a trend towards increased ITE scores following this curricular change.

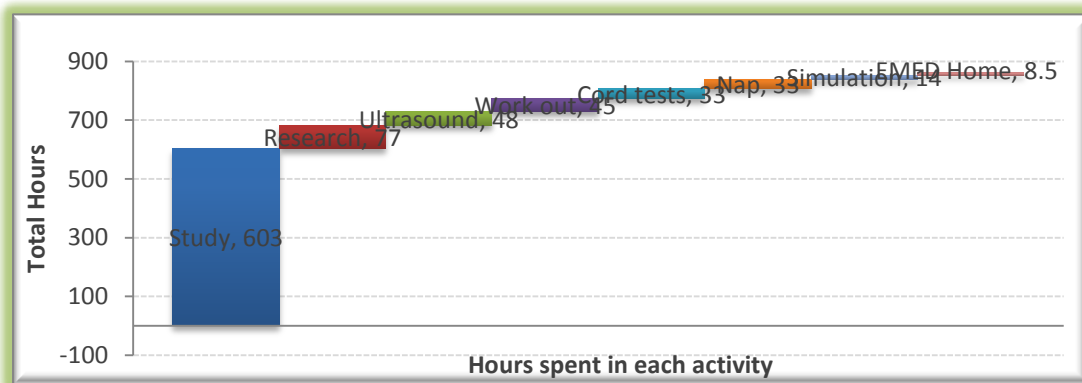


Figure 1. Study shift breakdown.