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41 Journal Club Redesigned: Small Groups, Landmark Studies, and FOAMed

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Background: In residency education, the journal club is essential to teaching research methodology and critical appraisal skills necessary for developing emergency physicians. Designing a journal club format that engages learners of all levels of training and provides high value education is a difficult task. Often, designated “presenters” are assigned to prepare an in-depth analysis of the articles and anxiously present their findings to a larger audience; as such, the yield for the presenters is high, while the rest are passive listeners. Furthermore, the explosion of free open access medical education demands that educators guide residents in their incorporation of these resources with primary literature and clinical practice.

Educational Objectives: We redesigned our emergency medicine journal club to engage all learners in critical appraisal and incorporation of the literature into clinical practice through three novel methods: a focus on specific topics with landmark articles, analysis of social media resources, and division into small groups for discussion.

Curricular Design: Each journal club is focused on exploring a specific clinical question. A “landmark article” is selected, along with a background/supporting article and a relevant podcast or blog post. Residents are assigned to small groups, each including learners at all levels of training and facilitated by a faculty member. All PGY-1 residents are expected to lead the discussion on the background article. The PGY-2 residents present analysis of the landmark article. Then, the senior residents critique the podcast or blog, discussing bias, generalizability, and interpretation of findings. Following the small group discussions, the large group reconvenes to discuss and debate key points from each group. The residents assigned to lead journal club each month choose the articles and social media piece, moderate the closing discussion, and disperse a summary document with key points following the session.

Impact/Effectiveness: This redesigned journal club structure focuses on a key clinical question while incorporating a landmark article and social media interpretation. The interactive, small-group format engages all residents, holds learners accountable, and encourages greater dialogue regarding differing interpretations of important emergency medicine research.

42 Morbidity and Mortality: An Introductory Curriculum

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Background: Morbidity and Mortality (M&M) conferences have been a staple of graduate medical education since 1983 however new residents receive little training on their purpose, structure, or utility as a tool for self and system evaluation. Given that poor patient outcomes are an eventuality, more time should be spent training residents in this area, not only for their success as a resident but long term career longevity.

Educational Objectives: Our goal was to provide our incoming interns with a good understanding about M&M conferences. We particularly focused on their purpose, structure and utility as learning tool. We intended for them to be better prepared to present and participate in our M&M conference.

Curricular Design: We designed a specific lecture series for our incoming interns that focused on addressing what we perceived to be deficiencies in medical school education that would be needed by our incoming interns. Included in this lecture series were lectures particular focused on the purpose and structure of M&M conferences. This was followed by a presentation of an actual resident M&M case. Prior to the lecture the residents were given the opportunity to complete an optional and anonymous survey asking them about their prior experiences and history with morbidity and mortality conferences as well as poor patient outcomes. After the lectures the survey was repeated. All answers were either on a scale of 1-10 or yes/no questions.

Impact/Effectiveness: The lectures were well received. Of the six new incoming interns, half of them had not been involved in a case where there was a negative patient outcome and none of them had presented a case of adverse patient outcome. After the lecture more residents felt they understood the purpose of M&M conferences (average 7.6/10 before the lecture vs 9.1/10 after the lecture). Additionally they felt they better understood their role as an observer (Average of 6.1/10 before the lecture vs 8.8/10 after the lecture). Finally, all the interns felt more comfortable with the idea of presenting an M&M and felt the lectures were a good use of their time. Given the effectiveness of this short curricular intervention, we believe that similar lectures should be part of the introductory training for our new residents, and could be applied to any residency training program.

43 Partners in Training, Partners in Care: Integrating nurses in EM Residency Training

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Background: Emergency Medicine (EM) as a specialty has embraced the model of interprofessional care teams in clinical settings. In addition to clinical training, EM program directors are required to ensure that residents are integrated