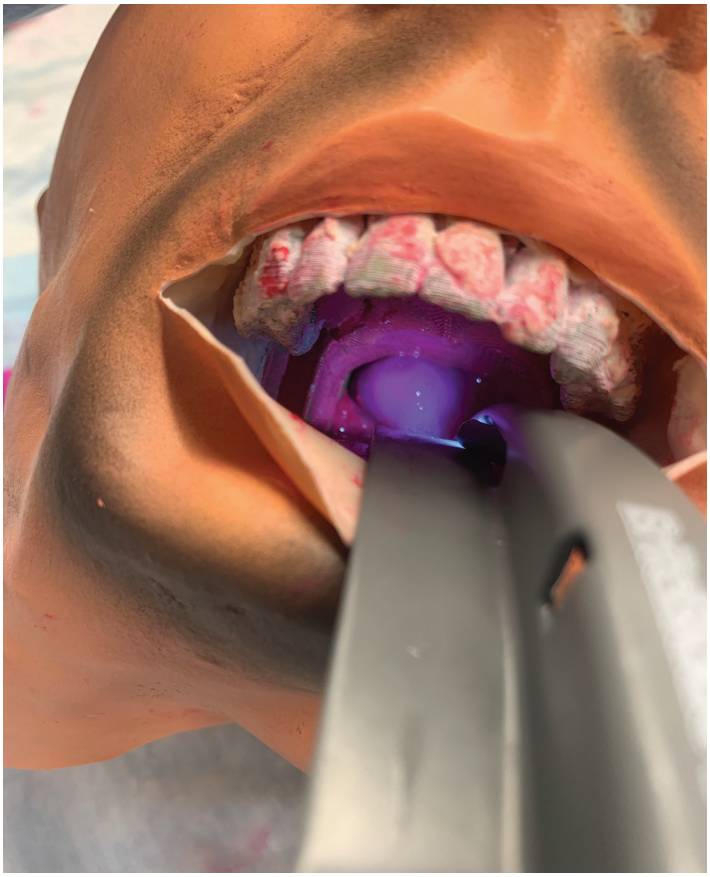

Image 2.

4 A Novel approach to Neonatal Resuscitation Education for Senior Emergency Medicine (EM) Residents

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Introduction: Caring for critically ill children, and in particular neonates, is a low-frequency and high-stakes scenario; EM physicians must be facile in the management of these stressful cases. Most emergency medicine training focuses on experience in pediatric ICUs, neonatal ICUs or the resuscitations that occur in the ED. We describe a novel approach to EM resident training that specifically augments skills in neonatal resuscitation.

Educational Objective: Our educational objective was to design a rotation focused on training in and exposure to neonatal resuscitation. During this novel rotation, senior EM residents attend emergent deliveries and resuscitations in the hospital as part of the neonatal resuscitation team.

Curricular Design: Prior to this week rotation, residents received training from a pediatric ED nurse educator and pediatric EM attending in neonatal resuscitation and obtain Neonatal Resuscitation Program (NRP) certification. The residents attend and participate in all deliveries in the hospital. They also participate in the obstetric, PICU, and NICU rounds and may assist with procedures in those units. At rotation end, residents give a short presentation on a neonatal resuscitation topic. On rotation completion, they are expected to set-up a neonatal resuscitation, lead the team through the NRP resuscitation, and care for the critically ill newborn in the first minutes after birth.

Impact: After implementation during the 2018-2019 year we compared the rotation's mean score by senior residents to all other off-service rotations (1-lowest and 4-highest). The mean score of the neonatal resuscitation rotation was 3.67 (95% CI; 3.49-3.84), compared to 3.00 (95% CI; 2.84-3.16) for all other off-service rotations, the highest ranked senior rotation. Programs should consider implementing a directed neonatal resuscitation experience for EM residents given the critical and high risk nature of caring for this low frequency population.

5 A Novel Curriculum In Free Open Access Medical Education (FOAM) Utilization and Evaluation For Emergency Medicine Residents

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Objective: Implement a novel curriculum for resident physicians to obtain critical evaluation skills for FOAM resources

1) Define FOAM, its impact and utility 2) Use tools for evaluation and 3) Implement these skills to apply FOAM sources in didactic learning and real-time clinical applications

Abstract: Free open access medical education (FOAM) resources are ubiquitous and frequently utilized in Emergency Medicine (EM). EM residents regularly use FOAM sources for on-shift clinical application and didactic learning without the necessary training or tools to critically analyze their variable quality and utility. Though FOAM has been used and studied for content delivery, no formal curriculum exists to our knowledge to teach evidence-based evaluation of FOAM sources. We present the first, formal didactic curriculum on critical evaluation and application of FOAM sources for Emergency Medicine residents.

The goal of our curriculum is to focus on the process of utilizing FOAM rather than the content itself. The curriculum consists of an innovative, structured series of small group didactic sessions each relating to a core component of FOAM utilization and evaluation in real-time using evidence-based principles (Table 1). Sessions were designed following elements of problem-based and team-based learning in a small-group, active learning setting and include preparation, a short didactic component, an interactive exercise and a group discussion. Each session focuses on a core concept in FOAM utilization and evaluation in stepwise fashion using an emerging clinical content area as a concrete example (Table 2). All sessions include