Teaching and Evaluating Medical Students’ Oral Presentations Skills in Emergency Medicine

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Background: Medical students receive generalized training in oral presentations yet lack preparation for emergency medicine (EM)-specific presentations, which differ in length, focus, and structure. Prior research suggests that students need further instruction in EM-focused oral presentations.

Objectives: In our pilot study, we assessed the need for training of EM-bound medical students in EM-specific oral presentations and trialed a multimodal curriculum. In this study we implemented a novel grading rubric to evaluate efficacy of the didactic curriculum.

Methods: Fourth-year, EM-bound students from 26 different medical schools rotating in July–October 2018 were voluntarily enrolled. Students (n = 49) completed pre- and post-intervention surveys. Attending physicians graded their oral presentations on their first shift (pre-intervention) and last shift (post-intervention) using a novel grading rubric (Figure 1). During the four-week rotation, students completed a self-paced, multimodal curriculum designed using expert sources (Figure 2). We analyzed data using paired t-test for statistical significance.

Results: In our study population, 61% of students had previous education in oral presentations, but less than 25% received EM-specific training. On pre-intervention surveys, students had an average of 6.4/10 when asked how prepared they felt presenting EM-specific oral presentations and 8.1/10 on post-intervention surveys (p<0.001). Our novel grading rubric assessed nine components of oral presentations with average scores increasing from 3.4/5.0 to 4.0/5.0 after implementation of the curriculum (p<0.05).

Conclusion: Our study suggests that medical students feel ill-prepared for presenting EM-focused oral presentations and have limited EM-specific prior training. Implementation of a multimodal, didactic curriculum created statistically significant increases in the students’ feelings of preparedness. Use of a novel grading rubric demonstrated objective increases in students’ performance on oral presentations.

Emergency Department Thoracotomy Education Needs Assessment

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Background: Emergency department thoracotomy (EDT) is a rare and potentially life-saving procedure that emergency medicine (EM) residents must be able to perform correctly. Due to the infrequent occurrence of EDTs, studies evaluating whether EM residents are competent to perform this procedure are rare.

Objectives: To assess EM residents’ baseline abilities to perform an EDT on a novel, simulated model.

Methods: This was a prospective, single-site study of EM residents in a four-year, urban, academic residency program. Residents were asked to individually complete an emergent