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A Little Fun, A Big Impact - Gamification Doubles the Number of Procedures Logged by Emergency Medicine Residents

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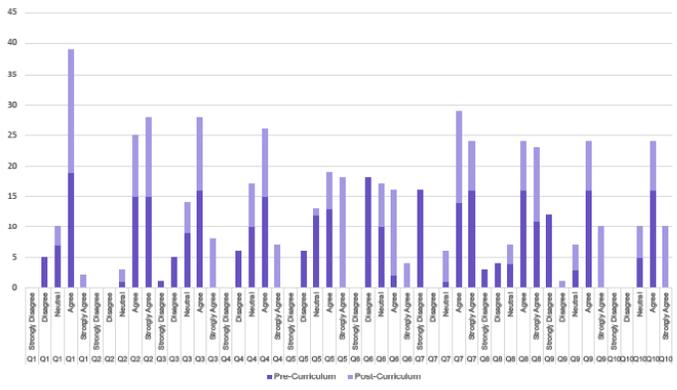


Figure 2. Survey responses.

Impact: Survey responses indicate that the TIC curriculum had a positive effect on residents. Residents reported increased understanding of principles of TIC, ability to identify symptoms of secondary traumatic stress in themselves and their colleagues and that the curriculum gave them the skills to effectively debrief difficult cases. Next steps included implementation of standardized debriefing tool and to measure change in resident performance and practice.

25 A Little Fun, A Big Impact - Gamification Doubles the Number of Procedures Logged by Emergency Medicine Residents

Natalie Diers, Stephanie Cohen, Maria Tassone, Shayne Gue

Introduction: Gamification has been a growing strategy to provide interactive learning. Our program has heavily utilized gamified sessions to engage our residents in core emergency medicine content. However, we had not previously translated this method to other required tasks, such as procedure logging. Previous research has indicated that poor compliance in this domain is one of the most frequent reasons for ACGME citations. Thus, we sought to investigate whether gamification could help improve compliance with these ACGME requirements.

Educational Objectives: The goal of this project was to determine whether adding elements of gamification to resident procedure logging would increase the timely and accurate reporting of procedures performed.

Curricular Design: Our program implemented “The Goblet of Gamification”, a longitudinal innovation that added elements of competition to our existing curricular content. Residents were split into three teams, with an equal number of residents from each class. They earned points for their teams by logging ACGME-required procedures, and the leaderboard was updated monthly to reflect the current standings. At the end of the academic year, points were totaled, and awards were distributed to the team with the

highest score as well as top performers.

Impact: We evaluated the number of procedures logged during two consecutive academic years before and after the implementation of gamification. The number of procedures logged by residents increased to nearly 200% of pre-gamification totals. During this period, the overall number of procedures billed in the department remained relatively stable, leading us to the conclusion that residents often forgot to log procedures (or stopped logging additional procedures after meeting minimum graduation requirements). These results supported our hypothesis that gamification would lead to a significant improvement in compliance with the documentation of ACGME-required procedures.



Figure.

26 Forging Stronger Emergency Medicine Leaders: Adaptation of a Clinical Leadership Curriculum to Emergency Medicine

Anjeza Cipi, Christina Gates, Rupa Kapoor, Heather Newton

Background: The need for Emergency Medicine (EM) leaders is clear, but the development of Graduate Medical Education curricula in this field is lacking. On a needs assessment framed by Kern’s 6-step curriculum development model, leadership training gaps were identified at Eastern Virginia Medical School (EVMS). A resident Clinical Leadership Curriculum (CLC) was then developed and integrated into the EVMS pediatric residency program in 2018. Our EM program implemented this CLC in 2021. Developing a curriculum demands time and resources so our goal is to introduce a proven and easily adoptable EM leadership curriculum.

Objectives: 1. Cultivate clinical leadership skills among EM residents through constructive peer-to-peer dialogue as a means to approach clinical challenges. 2. Implement evidence-based strategies to address the training gap in