

UC Irvine

Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health

Title

Are We Training Fellows Broadly Enough for Scholarship in Education: A Cross-Sectional Analysis of Education Scholarship Fellowships in Emergency Medicine

Permalink

<https://escholarship.org/uc/item/8qh2477n>

Journal

Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health, 25(3.1)

ISSN

1936-900X

Authors

Reopelle, Kestrel
Ojha, Jeremiah
Rusnack, Frances
[et al.](#)

Publication Date

2024-03-24

DOI

10.5811/westjem.20434

Copyright Information

This work is made available under the terms of a Creative Commons Attribution License, available at <https://creativecommons.org/licenses/by/4.0/>

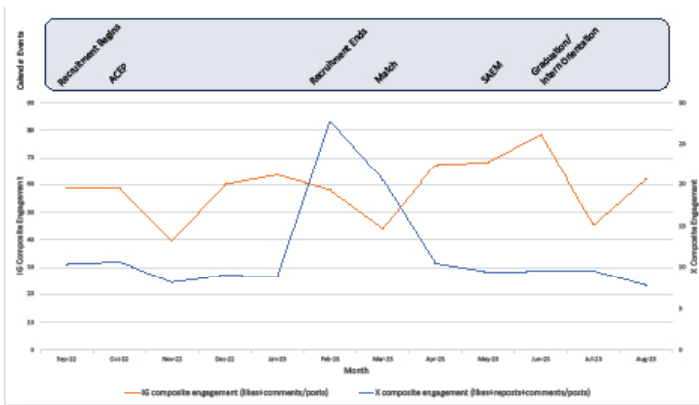


Figure 2. Monthly composite engagement on Instagram (IG) and Twitter (X) by Emergency Medicine Residency Program.

49 Are We Training Fellows Broadly Enough for Scholarship in Education: A Cross-Sectional Analysis of Education Scholarship Fellowships in Emergency Medicine

Kestrel Reopelle, Jeremiah Ojha, Frances Rusnack, Dimitri Papanagnou

Background: Medical education (MedEd) fellowships offered within the academic emergency medicine community are expected to equip fellows with the requisite skills to engage in research, scholarship, and scholarly inquiry. Despite the growing number of MedEd scholarship fellowships approved by the Society for Academic Emergency Medicine (SAEM), there is no standardized approach offered to programs on specific scholarship-based experiences to be included in formal curricula.

Objectives: We aimed to describe scholarship- and research-based experiences of SAEM-approved MedEd scholarship fellowships that would prepare fellow graduates for independent pursuits in education scholarship.

Methods: We considered Boyer’s definition of scholarship (i.e., scholarship domains of discovery, integration, application, and teaching) as a guiding framework for identifying and classifying specific scholarship opportunities. We conducted a holistic review of the last 18 applications that earned SAEM-Approved Education Scholarship Fellowship status. The applications were deductively analyzed by three authors, and the experiences categorized into the appropriate scholarship domains.

Results: 9 of 18 programs require training experiences that cover all four domains of scholarship. 5 programs offer optional opportunities that cover all four scholarship domains. Programs have an average of 4 opportunities to engage in

the scholarship of discovery, 1 opportunity for scholarship of integration, 1 for application, and 7 for teaching.

Conclusions: MedEd fellowships offer a variety of preparatory opportunities in all four domains of scholarship but lean heavily towards the scholarship of teaching. There remain many opportunities to engage fellows in the scholarship of discovery, integration, and application. A limitation of our study was the format of the formal application, which has limited prompts to capture the full breadth of scholarly activities offered.

50 What the FIKA?

Hanna Barrett, Jesse Kellar, Ashley Garispe

In emergency medicine (EM) residency programs, didactic conferences play a crucial role in providing residents with the necessary knowledge and skills to deliver high-quality patient care. Much work has been done in recent years to improve the quality of EM conferences, however not much has been targeted to mitigate resident fatigue and decreased attention at the end of the conference session. To address this, we implemented Fika breaks, a Swedish tradition that integrates pastries and coffee during workday breaks, into EM didactics. This study investigated the effects of incorporating Fika breaks into the didactic schedule of EM residencies on resident sleepiness levels during didactic sessions using the Karolinska Sleepiness Scale (KSS). We conducted a two-phased experimental multi-center longitudinal study to determine the association between resident fatigue during conferences with and without a Fika break among emergency medicine residents. There are four participating community hospitals in this study, each with EM residencies. The participants included were EM residents across the four participating hospitals. There was a total of 98 residents participating in the study group. On the intervention days, a 15-minute Swedish Fika break was added into the EM conference after the second hour of conference. On control days, normal breaks occurred if scheduled during EM conference. During both phases, a survey was also then conducted before the last hour of lecture. A paired sample t-test was used to compare the mean KSS of the resident cohort both with and without the implementation of Fika. The average KSS score was 4.6 on Fika days and 5.5 on control days with p-value of 0.004. Results indicated that the inclusion of Fika breaks positively influenced sleepiness levels, thus potentially enhancing the educational experience during residency didactics. The study limitations include a relatively small sample size and a short intervention period.