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Incorporating a Resident-Driven Mentorship Program into Emergency Medicine Clerkship Rotations

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#### **Authors**

Vaswani, Sabena  
Novak, Daniel  
Kurbedin, Jeanette  
[et al.](#)

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**Objectives:** To determine risk factors for developing HG in ESRD patients treated with IV insulin for hyperkalemia in the ED. **Methods:** A retrospective chart review from January 1, 2014, to January 1, 2019, was conducted to find ESRD patients requiring HD who developed HG (defined as glucose  $\leq$  70 mg/dL) following the administration of IV insulin for the treatment of hyperkalemia in the ED. Demographics, laboratory values, insulin and dextrose doses, and the lowest glucose within six hours of insulin administration were collected. Patients were excluded from the study if they did not have a repeat glucose within six hours of insulin administration, did not have a glucose  $\leq$  70 mg/dL, or were  $<$  18 years old.

**Results:** Of the 128 patients who had a BG check within six hours of insulin therapy for hyperkalemia, 54 patients developed HG of which 16 had severe HG (defined as BG  $\leq$  40 mg/dL). A majority of patients were insulin naïve (83%) with only ten patients having a past medical history of diabetes. The average initial blood glucose of patients with HG and severe HG was 87 and 86, respectively. 63% of patients received 10 units of IV insulin, with 31% receiving 5 units. 76% of patients received 25 grams dextrose, with 20% receiving 50-75 grams, and 4% not requiring any dextrose. **Conclusions:** We find the incidence of HG after treatment with IV insulin occurred at three times the rate previously identified in a non-HD dependent population. The risk factors identified here align with previous studies identifying insulin dose and being insulin naïve being associated with HG. Baseline blood glucose levels in this study were higher than those in previous studies, implying that HD dependent patients may be at risk for HG despite their initial glucose reading.

### 35 Improving Staff Attitudes Towards Patients Presenting to the Emergency Department with Opioid Use Disorder: Is An Online Module Enough?

*Benjamin Finard, BS Biomedical Engineering; Joseph Arciprete, BS Biochemistry; Madalene Zale, MPH; Dimitrios Papanagnou, MD; Benjamin Slovis, MD, MA; Carissa Walkosak, BA, BS; Hannah Smith, Ph.D.*

**Learning Objectives:** 1) Characterize bias towards patients with OUD across staff members in an academic ED in Philadelphia, an epicenter of the opioid epidemic. 2) Determine the effectiveness of an online module in changing staff attitudes towards patients with OUD.

**Background:** Significant stigma surrounds patients with opioid use disorder (OUD). This stigma repeatedly follows patients into the ED and negatively influences care. All ED staff impact the patient journey in the ED and the success with which OUD patients receive a warm handoff to a recovery organization.

**Objectives:** The authors sought to: 1) characterize bias towards patients with OUD across all staff members in an

academic ED in Philadelphia, an epicenter of the opioid epidemic; and 2) determine the effectiveness of an online module in changing staff attitudes towards patients with OUD. We hypothesized that an online module may serve as a useful tool in changing staff attitudes towards patients with OUD.

**Methods:** The authors developed and deployed a survey to 463 ED clinical and non-clinical staff members through Qualtrics. The survey was informed by the validated Medical Condition Regard Scale (MCRS) to capture staff sentiments towards patients with OUD (Figure 1). Respondents were subsequently directed to an online Articulate Rise module that provided training on trauma-informed approaches to caring for patients with OUD. Continuing education credit was offered. Upon module completion, respondents received a follow-up survey 1 month later to assess knowledge retention and detect changes in reported attitudes.

**Results:** Results are in progress. 181 staff completed the pre-survey, module, and post-survey (response rate 40%). Preliminary data shows that across all job types surveyed, change in MCRS score did not significantly change after completion of the module (Figure 1).

**Conclusions:** Preliminary data suggests that an online module to train ED staff on trauma-informed care is not an effective tool to change attitudes towards patients with OUD. As the epidemic continues to escalate, educators will need to identify more effective methods to engage staff members in order to improve outcomes of patients with OUD who present to the ED.

#### Medical Condition Regard Scale

Regarding patients with Opioid Use Disorder :

1. Working with patients like this is satisfying.
2. Insurance plans should cover patients like this to the same degree that they cover patients with other conditions.
3. There is little I can do to help patients like this.
4. I feel especially compassionate toward patients like this.
5. Patients like this irritate me.
6. I wouldn't mind getting up on call nights to care for patients like this.
7. Treating patients like this is a waste of medical dollars.
8. Patients like this are particularly difficult for me to work with.
9. I can usually find something that helps patients like this feel better.
10. I enjoy giving extra time to patients like this.
11. I prefer not to work with patients like this.

**A = Strongly disagree**  
**B = Disagree**  
**C = Not sure but probably disagree**  
**D = Not sure but probably agree**  
**E = Agree**  
**F = Strong agree**

**Scoring:**

Each item is scored from 1 to 6 based on the subject's rating of that item. Items 1, 2, 4, 6, 9, and 10 are scored with A = 1 and F = 6. Items 3, 5, 7, 8, and 11 are reverse-scored: A = 6 and F = 1. Thus the maximum score (highest regard) is 66 and the minimum score (lowest regard) is 11.



Figure 1. The Medical Condition Regard Scale.

### 36 Incorporating a Resident-Driven Mentorship Program into Emergency Medicine Clerkship Rotations

*Sabena Vaswani, MD; Daniel Novak, DO; Jeanette Kurbedin, DO; Eric Lee, MD; Arlene Chung, MD*

**Learning Objectives:** Goal of this study is to determine

whether medical students feel they benefit from a resident driven mentorship program during their audition rotations.

**Background:** Mentorship is important for professional growth and success in medicine. There are few formal mentorship programs for medical students on audition rotations.

**Objective:** We launched an EM resident-driven mentorship program to help medical students excel in their clerkships, develop relationships, and navigate residency applications. We hypothesize that students will rate the mentoring positively and will report that it improved their performance.

**Method:** Students were assigned a self-selected EM resident mentor for their four-week clerkship at a single institution. Allopathic and osteopathic students were matched with residents from MD or DO schools, respectively. Mentors were instructed to review: patient presentations, differential diagnoses, clinical decision-making tools, rotation advice, and the application and match process. Mentors were instructed to meet with their mentees and to check-in weekly. Following the rotation, students were sent an online anonymous survey consisting of 6 multiple choice and 3 free response questions. Simple descriptive statistics and qualitative methods were employed for data analysis. Initial coding was performed independently by two study authors and then reviewed by a third author with experience in qualitative methodology. Suggestions were merged via consensus into a final code set that was used for thematic analysis.

**Result:** Six audition rotations occurred over the study period. Of the 47 students, 74% (n=35) responded to our survey. 97% (n=34) of participants recommended continuing this program, 91% (n=32) rated this program helpful, and 64% (n=16) stated that this improved their success on the rotation. Preliminary qualitative analysis of students' responses revealed the themes in Figure 1.

**Conclusion:** Preliminary data suggests that students found having a mentor during their audition rotations was meaningful. We believe students can benefit from a resident-driven mentorship program during their auditions.

Theme	Student Response
Clerkship Success	"I met him the first week of the clerkship and he provided me with some useful information on how to tackle the rest of the rotation. He helped me understand what my role should be."
Application Advice	"Getting outside feedback from someone who has so recently experienced the same challenges and found their way through those hurdles was just what I needed."
Enhanced Medical Knowledge	"They can teach from a supervising role because they went through intern year and learned from their own mistakes."
Team Camaraderie	"It can be hard adjusting to a new environment and a friendly face definitely helped."
Program Insights	The "mentor program was very good for general information and also to get a feel for the type of program..."
Safe Space	"It was helpful to have support from someone who truly wanted me to succeed and was willing to help me through the challenges I faced."

Figure 1.

### 37 Integration of Self Evaluation into Emergency Medicine Resident Assessment and Direction (I SEEM RAD)

Jenna Geers, MB BCH BAO; Benjamin Sandefur, MD; Aidan Mullan, MA; James Colletti, MD; James Homme, MD

**Learning Objectives:** We aim to examine resident self-

evaluation using ACGME Milestone criteria as a potential tool in improving the quality of feedback given at scheduled semiannual meetings, which occur after meetings of faculty committees to evaluate residents on Milestone criteria.

**Background:** In 2013 the Accreditation Council of Graduate Medical Education (ACGME) introduced "Milestones" designed to nationally standardize the evaluation of residents during required semiannual Clinical Competency Committee (CCC) meetings. Previous studies compare resident self-evaluation on milestones to faculty evaluation, with varying degrees of agreement, but integration of self-evaluation into the formative feedback process has not yet been directly studied.

**Objective:** To compare the quality of feedback given in semiannual reviews before and after the incorporation of resident self-evaluation into the feedback process.

**Methods:** This was an interventional study conducted in a single residency program at a major academic hospital over one calendar year. Residents first engaged in a semiannual review without self-evaluating. At the next semiannual review, the same residents completed a self-evaluation of ACGME milestones which was provided to the faculty member assigned to conduct their semiannual review. After both semiannual reviews residents and faculty completed brief surveys rating feedback quality. Two-sided Wilcoxon signed-rank tests were used in comparison analysis.

**Results:** One resident did not self-evaluate prior to the semiannual review and was excluded from analysis. Residents found feedback after the self-assessment more actionable (p = .013), insightful (p = .010), and better overall (p = .025). Similarly, faculty felt their feedback was more actionable (p < .001), more insightful (p < .001), better communicated (p < .001), led to improved resident understanding of milestones (p < .001), and were overall more satisfied (p < .001).

**Conclusion:** Integration of self-evaluation into semiannual reviews improves feedback given to residents as perceived by both residents and faculty. Although limited by sample size, the results are promising for a simple, evidence-based intervention to improve feedback during an existing mandated feedback opportunity.

### 38 Interviewers with lower academic rank had higher odds of changing their scores for applicants after a group discussion

Ryan Coughlin, MD; Brian Wood, MD; Jessica Bod, MD; Alina Tsyruchnik, MD; David Della-Giustina, MD; Jessica Ray, PhD; Ambrose Wong, MD; Katja Goldflam, MD

**Learning Objectives:** Interviewers with lower academic rank had higher odds of changing scores after a group discussion in this cross-sectional observational study. Interviewer sex, initial score, and interviewee final rank group (top, middle, or lower third) also had significant