Teaching the Teachers of Point-Of-Care Ultrasound (POCUS): Creating a Checklist for an Objective Structured Teaching Examination (OSTE) for Instructors of the Focused Assessment with Sonography for Trauma (FAST) Exam

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**Background:** Competency in POCUS is required by the Residency Review Committee for multiple medical specialties not just limited to Emergency Medicine. As ultrasound use increases there is a need to ensure that senior residents and faculty are adept at instructing novice learners in POCUS. OSTEs focus on the teaching skills of residents and faculty and have been utilized to evaluate and enhance clinical teaching. There is a lack of literature detailing OSTE use in teaching procedures like POCUS.

**Educational Objectives:** We sought to create an OSTE checklist that could be used to evaluate an instructor teaching a FAST exam to a novice ultrasound learner. This OSTE is the basis for creating a curriculum for the instructor and evaluating the effectiveness of teaching the teachers of POCUS.

**Curricular Design:** A panel of faculty from our institution with both POCUS and medical education expertise created a preliminary OSTE checklist after reviewing the literature. The checklist was organized into three parts: short didactics, hands-on scanning and overall learning climate. We conducted a cross-sectional survey which was IRB exempt. We sent the draft checklist to a convenience sample of ultrasound directors for review. We asked specifically, “Is each particular point/item important for a FAST teacher to perform when instructing a novice ultrasound learner?” and the results were recorded in a binary fashion.

**Impact/Effectiveness:** The checklist was reviewed by 13 US directors nationally. A cutoff of 75% of respondents scoring the item as YES/KEEP was used to determine whether individual items should be kept or dropped. The final OSTE checklist reflects a total of 29 items out of the original 33 draft items (Table 1). Creation of a FAST OSTE will facilitate the development and evaluation of curriculum specifically designed for the instructors of POCUS starting with the core application of the FAST exam.
**Educational Objectives:** To create a concise video presentation teaching how to perform a SLE.

To show this video immediately prior to a hands-on workshop.

To make this video available for independent review and on shift.

To evaluate the effectiveness of the video and workshop.

**Curricular Design:** A slit lamp exam workshop is held for new interns during their orientation, and for MS4’s during their visiting rotation. A 3 minute video is shown first, followed by a hands-on workshop with an instructor present. This video is then available online for independent review. Students and residents are given a pre and post-test to assess content knowledge, and a pre and post-survey of their feedback on the experience.

**Impact/Effectiveness:** The SLE video and workshop are an example of an educational model that incorporates multimedia. Clinical skills can be taught through media, followed by a hands-on experience, with the media available for review at the learner’s discretion. Concise teaching videos can be accessed on shift for quick review immediately prior to using these skills.

Summary of data:
- Mean scores increased from pre-test to post-test from 5.86/10 to 8.79/10.
- Learners felt more comfortable performing a SLE, evaluating eye complaints, and troubleshooting the slit lamp after the workshop and video.
- Learners found the video helpful, with useful content and appropriate length.
- Learners stated they would be likely to access the video on shift.
- 100% of participants replied that the video was helpful, and that content and length were appropriate.
- This SLE teaching video can be shared with other programs. More importantly, this educational model can potentially improve clinical skills in medical education.

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**The ABCs of Empathy**

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**Background:** Empathy is declining amongst healthcare providers despite the delivery of compassionate care being an important core tenet to the practice of medicine. The reasons for empathy decline are multifactorial, however one particular variable has significant implications for empathy: burnout. There is a need to increase empathy both for patients and for providers; however an educational model to teach these skills does not exist to our knowledge. This innovative curriculum is the intervention for a prospective randomized controlled study.

**Educational Objectives:**
1. Increase empathy
2. Decrease burnout

**Curricular Design:** The ABCs of Empathy is a multi-modal educational approach to increase empathy and reduce burnout designed for EM residents. It is focused on mindfulness, patient-centered communication and reflection. The ABCs represent Awareness, Breathe and Be Present and Care. This mnemonic embodies an easy way to incorporate empathy both for the provider and for the patient in every encounter. It was delivered to the intervention group of residents on 2/11/15 and 2/18/15 from 10a-12p. Components of the curriculum included personalized empathy measure report based on their patients’ feedback, empathy powerpoint, standardized patient encounters, reflective writing exercise with appreciative inquiry, what are you thinking/feeling exercise, practice making empathetic statements, and discussion of positive ED patient experiences.

**Impact/Effectiveness:** 10 intervention group residents completed evaluations about the curriculum. They were asked to rate their satisfaction level with the individual components