Impact/Effectiveness: Learners were highly satisfied with the workshop; most agreed the session was relevant to their needs (4.6), had clear goals (4.6), and was organized (4.6). Even among those who had received formal handoff training in medical school (56%), satisfaction was high. This group was equally likely to report increased confidence in handoff skills after the workshop (mean of 4.4 for both). Interns planned to use IPASS during their handoffs (4.6). Interns entering procedural specialties were less likely than those entering non-procedural specialties to report likelihood of using IPASS (88% vs 100%, p=0.0032) or that the session was relevant to them (81% vs 99%, p=0.001). Both felt equally more confident with handoffs after the session (83% vs 90%, p=0.27).

Large scale interspecialty handoff training using the IPASS tool is feasible for implementation. Our workshop was well-received. Interns reported increased handoff confidence. Next steps include monitoring of IPASS use through observation of resident handoff in real time to evaluate quality and assess standardization. Future research will explore how maintenance interventions can ensure continued good handoff practices.

3 Qualitative Analysis of Residency Applicant Perceptions of Social Media Use by Emergency Medicine Residency Programs

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Background: Studies have demonstrated that program specific websites are important sources of information for applicants; playing a role in decision-making during the application cycle. Social media can be utilized in a similar manner, offering expanded information about the unique qualities of residencies and perhaps influencing candidates’ decisions to apply, interview, and rank a particular program. There is a lack of understanding of applicants’ perceptions of social media use by residency programs.

Objectives: We hypothesized an overall positive perception of social media use by residency programs, allowing for increased communication and provision of information. The purpose of this study was to assess overall sentiment toward residency program social media use and gain insight to applicants’ perceptions.

Methods: We conducted a survey-based, cross sectional study of all applicants to the Emergency Residency Program at the University of Pennsylvania during the 2015-16 application cycle. Applicants were asked if they thought residency programs should have a presence on social media and to provide an explanation of their answer. We utilized descriptive and qualitative thematic analysis of responses. This study was determined to be exempt by the Institutional Review Board at the University of Pennsylvania.

Results: We received 275 (26.3% response rate, 41% female) responses with 52.4% stating that programs should have a social media presence (n=144) and 39.6% of applicants being unsure (n=109). We identified themes with positive, negative, and neutral sentiment. Emerging positive themes included: (1) Provision of deeper insight to programs, (2) Ease of access to program information, (3) Increased avenues for communication, (4) Important for innovation and relevance. Emerging negative themes included: (1) Use as a source of distraction, (2) Presence as unprofessional, (3) Potential for inaccuracy of content. Two neutral themes included: (1) Respondent indifference (2) Potential redundancy (Table 1).

Conclusions: A majority of residency applicants believe programs should have a social media presence. Our findings can serve as a resource for programs that have or are considering a presence on social media. Limitations of our study include a low response rate and inclusion of applicants to a single emergency medicine residency program.

Table 1. Themes of applicant perception of residency program social media use

<table>
<thead>
<tr>
<th>Theme</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>44.8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14.7%</td>
</tr>
<tr>
<td>Negative</td>
<td>30.5%</td>
</tr>
</tbody>
</table>

3 The Use of Quick Response (QR) Codes to Improve Resident Compliance and Assessment

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Background: One of the key obligations of residency leadership and faculty is to provide trainees with timely and accurate feedback. In 2008, the ACGME introduced the Milestones project aimed to evaluate each resident