Title
Proceedings from the CDEM Consensus Conference on Clinical Assessment of Medical Students in the ED: Introducing the NCAT-EM

Permalink
https://escholarship.org/uc/item/7jq75541

Journal
Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health, 18(5.1)

ISSN
1936-900X

Authors
Hiller, K
Franzen, D
Jung, J
et al.

Publication Date
2017

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Perform (scored 0 or 1). Intra-class correlation coefficients (ICC) were used to compare Milestone scoring between faculty and to assess correlation between resident self-assessment and faculty scoring. Faculty checklist inter-observer agreement was assessed using kappa statistics. Correlation between Milestone achievement and checklist performance were assessed using Spearman and Pearson correlation coefficients.

**Results:** The ICCs for inter-rater agreement between faculty for Milestone level were 0.12 and 0.15 for the cardiogenic shock and sepsis cases, respectively. The inter-rater agreement on checklist items for the cardiogenic shock and sepsis cases had kappa coefficients of 0.83 and 0.78, respectively. Pearson and Spearman correlation coefficients comparing Milestone scoring and checklist items in the cardiogenic shock case were 0.27 and 0.29; in the sepsis case, 0.085 and -0.021.

**Conclusions:** When compared to critical action checklists, use of Milestones lacks consistency between faculty raters for simulation-based competency assessment. Resident self-assessment shows no correlation with faculty assessments.

**Procedures from the CDEM Consensus Conference on Clinical Assessment of Medical Students in the ED: Introducing the NCAT-EM**

Hiller K, Franzen D, Jung J, Lawson L /University of Arizona, Tucson, AZ; University of Washington, Seattle, WA; Johns Hopkins University, Baltimore, MD; East Carolina University, Greenville, NC,

**Background:** Clinical assessment of medical students in the Emergency Department (ED) is a highly variable process with unique challenges. Currently, clerkship directors use institution-specific tools with unproven validity and reliability. Standardization of assessment practices and development of a common tool would benefit EM educators, students and patients.

**Educational Objectives:** The objective of the consensus conference was to derive guidelines and a common tool for clinical assessment of students in the ED.

**Curricular Design:** The conference was held in the CDEM track of the 2016 Council of Residency Directors in Emergency Medicine (CORD) Academic Assembly in Nashville, TN. All stakeholders in the clinical assessment process were invited. A total of 140 participants registered; approximately 60 participated in the first day and 70 in the second day of the conference. Themes underlying assessment, domains to include, and the structure of a national tool were discussed and voted on. These were (1) criterion- vs norm-referenced assessment, (2) learners at different levels, (3) translation of clinical assessment data into other products, (4) implementation and use of a national form, and (5) ensuring post-implementation reliability and validity. The second day of the conference determined consensus on domains of assessment to include on a national assessment form. For all questions not reaching consensus, a modified Delphi process was initiated after the conference to reconcile differences. The first day of the consensus conference was dedicated to developing consensus on high stakes themes. The second day of the conference and subsequent Delphi determined consensus on domains of assessment to include on a national assessment form. Once the domains were finalized, Delphi participants were invited to participate in three conference calls during which wording for the tool was finalized. (Figures 1 and 2).

**Impact/Effectiveness:** This consensus conference was the first of its kind for CDEM, or any clinical educator group of which we are aware. By standardizing assessment, educators can move toward more valid and reliable practices that facilitate high quality feedback and permit accurate assessment across multiple institutions. Future plans include pilot testing and further refinement of the new tool, research regarding its feasibility, reliability across users and institutions, and validity.
ROAR: Resident Ovation and Appreciation Rewards, on the Path to Wellness in Emergency Medicine

Rainey J, Klyce V, Neugarten C, Chien J, Williams S, Fukumoto K, Mahadevan S/Stanford/Kaiser Emergency Medicine Residency Program, Stanford, CA; El Camino Hospital, Mountain View, CA

Background: Residency is challenging: physically, emotionally, and mentally. Numerous studies cite burnout rates amongst residents as high as 76%. Research also demonstrates that physicians who are primed to feel emotionally positive are more effective, ultimately providing higher-quality patient care. With this goal in mind, development of a wellness curriculum for residents could potentially mitigate burnout during training, promote practices that build personal and professional resiliency, and lead to a long and fulfilling career.

Educational Objectives: Drawing on research recognizing the benefits of expressing gratitude, we have developed the Resident Ovation and Appreciation Rewards, or “ROAR,” pilot program. We devised a system of routine resident recognition by peers, attendings and other ED staff for the, “small but meaningful” things we do every day that often go unrecognized. Our goal was to support the development of a culture of gratitude within our department in our efforts to improve wellness.

Curricular Design: Prior to implementing the ROAR program, we administered an anonymous 5-point survey to our PGY 1-3 EM residents to obtain baseline data on their sense of wellness. We then re-surveyed these same residents at 6-months and 1 year to evaluate the impact of ROAR.

We placed blank ROAR forms throughout our department and also created a web-based version of the form. Completed forms were collated, tabulated and presented to the individual residents each month. For each ROAR written or received, residents earned credits for domestic services, such as meal delivery and home cleaning.

Impact/Effectiveness: The departmental response to ROAR has been tremendous, as approximately 370 ROARs have been written in the first year of the program. Our preliminary survey results, based on two classes of residents, reveal a 9.7% improvement in self-reported overall wellness scores from pre-ROAR to 1-year post-intervention. Surveyed residents also noted an 8.3% increase in the positive effect of ROARs compared to their initial expectations. Based on the preliminary results, we plan to continue this program as well as explore other similar well-being initiatives.

Cricothyrotomy: An Inexpensive Training Model

Malik E, Deutchman M/University of Colorado School of Medicine, Anschutz Medical Campus, Aurora, CO

Background: Cricothyrotomy is a rarely used procedure that requires operator competence in critical situations. Trainees are rarely exposed to this procedure in the clinical setting, which necessitates simulated practice to prevent a potentially negative impact on patient care. Tightening residency budgets often make the use of expensive, commercially-available models cost-prohibitive. Here, we present a re-usable, inexpensive task trainer to address this gap in medical training.

Educational Objectives:
- To present an inexpensive task trainer for the education and practice of cricothyrotomy
- To compare the effectiveness of teaching with this constructed model against sheep trachea

Curricular Design: Ten task trainers were constructed from a Styrofoam head, ribbed garden hose with a cut hole for the cricothyroid space, electrical tape as the cricothyroid membrane, zip-ties to signify the laryngeal prominence and cricoid cartilage, and foam sheets with Tegaderm to represent the subcutaneous layers (Fig. 1). Twenty second-year medical students were given a 10 minute lecture on the standard, surgical cricothyrotomy and then randomly divided into two groups for practice on either the constructed model or the sheep trachea. After 10-15 minutes of practice, students were given a pristine airway of the same model type and evaluated on their ability to correctly perform a cricothyrotomy using a procedural checklist.