

UC Irvine

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

Title

Development of a Multidisciplinary Curriculum for Education of Trauma Teams During Weekly Emergency Medicine Residency Conference

Permalink

<https://escholarship.org/uc/item/73v6p6vf>

Journal

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

ISSN

1936-900X

Authors

Naik, N
Farmer, B

Publication Date

2017

Copyright Information

Copyright 2017 by the author(s). This work is made available under the terms of a Creative Commons Attribution License, available at <https://creativecommons.org/licenses/by/4.0/>

measure residents' progress.

Impact/Effectiveness: Accurate, automated tracking of residents' clinical experience provides powerful data that can guide learning plans and patient selection for the individual, and broader curriculum planning for the program.

19 Development of a Multidisciplinary Curriculum for Education of Trauma Teams During Weekly Emergency Medicine Residency Conference

Naik N, Farmer B /New York Presbyterian - Weill Cornell, New York, NY

Background: Coordination and collaboration between trauma surgery, emergency medicine, anesthesia, nursing, and EMS is necessary for care of trauma patients. While many institutions have developed multidisciplinary in-situ team training programs to work on communication and teamwork in the setting of trauma, formal residency didactic education on trauma care has remained isolated to individual department weekly conferences.

Educational Objectives: To develop a multidisciplinary conference curriculum involving trauma surgery, emergency medicine, anesthesia, nursing and EMS to improve knowledge, skills and collaboration in trauma care.

Curricular Design: Educators from trauma surgery, emergency medicine, anesthesia, and nursing developed an interdisciplinary curriculum focusing on abdominal and pelvic trauma. The curriculum sought to incorporate multiple modalities of education to focus on medical knowledge, application of knowledge, procedural skills, teamwork and communication used in trauma resuscitations over a four hour conference during weekly EM didactics. Over 50 learners including EM residents, surgery residents, anesthesia residents, EM physician assistants, EM nurse practitioners, SICU nurses, EM nurses, and EMS personnel participated in the four hour conference. Two thirty minute lectures were used to educate all services on the medical approach to abdominal and pelvic trauma. Three hours were split into rotating small groups involving 1) hands-on skills stations focusing on FAST exam and use of pelvic binders and tourniquets, 2) a high fidelity simulation focusing application of medical knowledge and critical thinking in a case of abdominal trauma resulting in diaphragmatic rupture, and 3) a high fidelity pelvic fracture simulation focusing on teamwork, communication, role definition, and handoffs between services. A wrap-up discussion provided an opportunity for the learners to summarize concepts they learned that would change their practice in the clinical environment. In-situ trauma simulations provide

opportunities to reinforce these concepts.

Impact/Effectiveness: A multidisciplinary educational trauma conference during weekly EM residency conference enables unified and collaborative learning to enable coordinated care of the trauma patient.

20 Development of a Novel Ultrasound Peritonsillar Abscess Model for Simulation Training

Plitt J, Ng V /University of Arizona, Tucson, AZ

Background: Peritonsillar abscess (PTA) is a common presentation to emergency departments. Often, residents perform their first PTA needle aspiration in the clinical setting, a nerve-racking experience with multiple potential complications. Few PTA task trainers have been described, none of which allow for ultrasound image acquisition, which improves procedural safety. Simulating PTA needle aspirations under ultrasound guidance with a realistic model can build confidence and proficiency prior to performing this procedure on a clinical shift.

Educational Objectives: To create a realistic task trainer that allows emergency medicine residents to acquire ultrasound and needle aspiration skills when draining a PTA.

Curricular Design: The task trainer was built with low-cost, replaceable, and easily cleanable materials. An airway mannequin head, internally stripped aside from the tongue, was placed upright on a mesh wire cylinder attached to a wooden base. Water and barrier lotion were combined to simulate abscess material and injected into a small water balloon. The balloon was glued to the bottom of a paper cup with a tongue depressor taped to the inside, allowing insertion into a slit made at the base of the tongue, thereby maintaining correct abscess orientation. The cup was filled with ballistic gelatin and layered with cotton to obscure the balloon. After setting, a uvula and two tonsils were painted on top. Cups were replaced after each needle aspiration.

Impact/Effectiveness: Residents were surveyed on their comfort performing PTA needle aspirations and on task trainer utility. Eleven of 16 residents have previously drained 1-3 PTAs, with the rest having no prior experience. On a 1-5 visual analog scale, residents rated their comfort with the PTA procedure as 2.07 before and 3.64 after practicing the procedure on the trainer. Similarly, residents felt ultrasound images were representative of real PTAs (mean 3.41, range 1-5). The model was felt to be realistic (mean 3.73, range 1-5) and easy to use (mean 4.08, range 1-5). An ultrasound guided PTA task trainer has not yet been reported. This low-cost model increased resident comfort in performing PTA needle aspiration, provided realistic ultrasound images, and allows for