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average scores than those in the non-pimping group (59.6% compared with 52.9%).

Conclusions: Despite the practice of “pimping” falling somewhat out of favor, our data indicates that residents have a favorable view towards this educational modality and most would use it as a teaching strategy. Although a difference in knowledge retention between the two groups was not demonstrated, larger studies are needed to evaluate the value of Socratic instruction.

9 Career Satisfaction and Continued Educational Experiences

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Background: Despite increasing popularity as a specialty choice, emergency medicine (EM) continues to have problems with physician burnout. A recent Medscape survey placed EM as the specialty with highest number of physicians reporting burnout (51%). Many factors have been associated with burnout/career satisfaction, but there is little data on how continued educational experiences affect these outcomes.

Objectives: To assess career satisfaction and factors affecting career satisfaction in a group of community emergency physicians attending an international educational conference.

Methods: A mobile app survey using CrowdCompass was administered in October 2015, during a large international conference (Essentials of Emergency Medicine) asking the following two questions: “On a scale of 1-5, how satisfied are you with Emergency Medicine as your medical specialty?” and the free response question: “What have you done and/or what can be done to improve your career satisfaction?”. Concept codes were developed with an inductive approach and each response was coded based on the concepts present. If a response contained multiple concepts, it was coded once for each concept it contained.

Results: Of 1753 conference attendees, 391 responses were collected for the question asking respondents to rate his/her career satisfaction. There were 348 respondents (89%) who rated her career satisfaction as a 4 or 5 on the Likert scale (satisfied or very satisfied respectively). For the free response question, 219 responses were obtained. The top three most coded concepts were shifts/scheduling (45, 21%), work-life balance (38, 17%) and continued medical education/conference attendance (21, 10%).

Conclusions: Community emergency physicians who attended a large international educational conference have high rates of career satisfaction. This is higher than the 65.2% reported to have “high satisfaction in a previous study. Top contributors to career satisfaction are scheduling/shift burden, work-life balance, and continuing medical

education. Although previous studies have shown lack of opportunity to attend conferences to be associated with burnout, our qualitative data shows that participating in educational conferences is a top contributor to increased career satisfaction.

On a scale of 1-5, how satisfied are you with Emergency Medicine as your medical specialty?

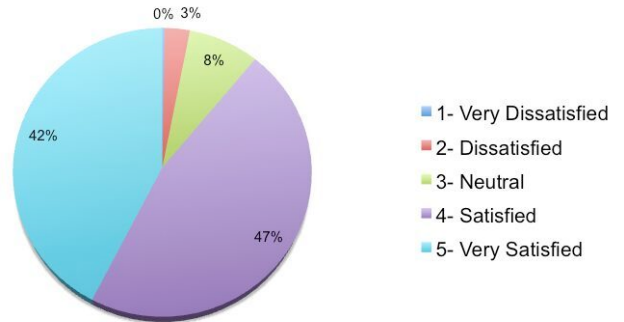


Figure 1.

Table 1.

Concept Codes	Frequency Coded	Percentage of Responses
Shift burden/Scheduling	45	20.5%
Work-Life Balance	38	17.4%
Conferences/Medical Education	21	9.6%
Administrative Burden	17	7.8%
Clinical Support	13	5.9%
Teaching/Academics	11	5.0%
Diverse Work Environments	8	3.7%
Positive Thinking	7	3.2%
Systems Issues	6	2.7%
Sense of Community	6	2.7%
Respect/Autonomy	6	2.7%
Complete change in work environment	3	1.4%
Salary/Compensation	3	1.4%
Litigation/Malpractice	2	0.9%

10 Comparison of the Efficacy of High-Fidelity Patient Simulation Versus Traditional Lecture-based Didactics in Emergency Medicine Toxicology Education

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Background: High fidelity patient simulation (SIM) has been gaining widespread use in medical education. Evidence regarding advantages in both knowledge retention and learner satisfaction is growing. There is scant data pertaining to instruction in toxicology, where SIM is particularly appealing.

Objectives: We compared two models of toxicology education - one involving simulated toxicology cases, and the