

UC Irvine

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

Title

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Permalink

<https://escholarship.org/uc/item/3p56s034>

Journal

Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health, 26(3.1)

ISSN

1936-900X

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Publication Date

2025-06-21

DOI

10.5811/westjem.48728

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28 Does Evaluation Transparency Affect the Authenticity of Clinical Evaluation Scoring for Medical Students in EM Rotations

Xiao Chi Zhang, Anna Lauriello, Dimitrios Papanagnou, Chaiya Laotepitaks, Nina Mingioni, Alan Cherney

Introduction: Clinical rotations allow medical students to apply pre-clinical knowledge to patient care. Emergency Medicine (EM) is a required third-year rotation at our institution, with 70% of the course grade based on clinical shift performance, assessed through a 10-item Likert scale aligned with the National Clinical Assessment Tool (NCAT). In the 2023 academic year (AY23-24), we implemented a streamlined, transparent 10-item evaluation form, immediately accessible to students after completion, to promote reflection and self-improvement. However, this transparency generated negative feedback from both students and evaluators.

Objective: To assess how adjusting evaluation transparency can impact clinical performance scoring.

Methods: For the 2024 academic year (AY24-25), we revised the evaluation process by blinding students from receiving their exact Likert scores. Instead, preceptors were required to identify at least three domains needing improvement and one domain where the student excelled. Students also received detailed descriptions of performance expectations for each domain.

Results: We compared clinical performance scores over the first five months of EM rotations between AY23-24 (143 students) and AY24-25 (140 students). No statistically significant difference was found in monthly scores ($p>0.05$) or across the five-month period ($p=0.2719$). Preceptors appreciated the opportunity to provide more candid evaluations, while students valued the targeted feedback that highlighted strengths and areas for growth.

Conclusion: Modifying the transparency of evaluations did not affect performance scores, but further qualitative studies will be pursued to determine how this new feedback impacts both students and preceptors' relationship.

29 Coaching Efficiency – Finish Shift on Time to Win This Game!

Damian Lai

Background: Residents must learn to manage ED flow and care for multiple patients simultaneously. We developed a customizable exercise emphasizing the logistics of managing patients with varied acuity while considering efficiency of documentation.

Objectives: Identify practices to optimize patient management, charting and other physician tasks.

Curricular Design: Residents participated in a 9 minute timed exercise. Each 10 second (s) interval represented 10 minutes of “real time” to proportionally mirror a 9-hour shift. Participants received identical stacks of cards with each card representing a patient with an assigned complexity level. The amount of time required for each step of the patient encounter was specified: H&P (10s), H&P documentation (10s), MDM documentation (10s), and disposition (10s). Each task required a 10s “run off” from the clock. Documentation tasks not completed during the exercise comprised “time spent after shift”. Each card also stipulated 30s blocks required for clinical evaluation and workup. The number of blocks increased with higher patient complexity (max of 4). These tasks did not require “run off” time, other tasks could be completed during this time. Each card with outstanding tasks after 9 minutes was a “sign-out”. Interruptions (10s run off) occurred periodically to mimic flow-disrupting tasks. The following were compiled at the end of 9 minutes: patients seen, patients dispositioned, sign-outs, charts completed, and time spent charting after shift.

Impact: This exercise highlighted the importance of time management and task switching. Residents who focused on maximizing the number of patients seen accordingly spent up to 3 hours charting after shift. Residents appreciated the opportunity to discuss and compare their approach. The game itself can be customized to any ED shift format. We followed up with a “Best Practices” faculty panel on efficiency and flow. We also discussed approaches to different sign-out environments, as well as the impact of charting on physician burnout.

30 Optimizing Resident Engagement and Educational Outcomes in Emergency Medicine Oral Boards Preparation Using Morning Report pro (MR PRO)

Christopher Mitchell, Kevin Schlicksup, Lawrence Masullo

Introduction: Effective oral board exam preparation is essential for EM residents, especially for interpreting EKGs and X-rays. Traditional methods, like textbooks, lack the interactive components needed for optimal learning in these image-based scenarios. MR PRO, a digital app aligned with ABEM standards, was developed in-house by the Carl R. Darnall Army Medical Center EM Residency Program and has been successfully utilized for five years, earning positive resident feedback. It enhances realism, active learning, and structured feedback, demonstrating clear advantages over traditional methods.

Educational Objectives: MR PRO aims to: Boost resident engagement and confidence in managing image-based cases. Enhance skills in visualization, interpretation, and clinical decision-making with high-resolution images.