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and prehospital care, providing comprehensive training across diverse austere and field settings.

Educational Objectives: The curriculum's 11 objectives targeted three domains: familiarizing students with resources and capabilities across prehospital and austere environments; preparing learners for both common and unique scenarios encountered in these settings; and demonstrating how these interests can be woven into a sustainable EM career.

Curricular Design: Following Kern's framework, a needs assessment revealed an opportunity for blended subspecialty training. A collaborative EMS, wilderness and education workgroup developed objectives, content, and assessment methods. The resulting four-week elective combined didactics, ride-alongs, simulation, wilderness field days, and ED shifts. Assessment included clinical evaluations, ride-along documentation, and participation in hands-on EMS and wilderness activities.

Impact/Effectiveness: Four fourth-year students completed the pilot rotation. Learners reported effectiveness in informing and solidifying career aspirations and satisfaction with educational strategies, particularly hands-on and clinical activities. Faculty stakeholders highlighted improved interdivisional collaboration and increased feasibility by pooling resources across subspecialties. Future enhancements include expanding content to include event and disaster medicine experiences and increasing the number of in-situ wilderness training opportunities.

21 Creation and Evaluation of a Departmental Junior Faculty Development Program

Adam Janicki, Alexis Kearney

Introduction/Background: Prior studies have demonstrated that the need for faculty development within Emergency Medicine (EM) is universally high, particularly in the domains of scholarship, leadership, and education. Early career EM physicians perceive a lack of educational resources in several faculty development areas. This project addresses these needs by creating a novel program focusing on academic and career advancement.

Educational Objectives: We created a junior faculty development program to provide a structured, collaborative, and social platform designed to engage junior physicians in career advancement activities that complement existing departmental efforts and iteratively adapted the program based on qualitative feedback.

Curricular Design: The program includes in-person meetings and self-directed learning. In-person meetings occur quarterly and offer structured time to address high yield topics including 1) networking, 2) work-life balance, 3) finding your academic niche and promotion, 4) research and medical education opportunities, 5) mentor/mentee relationships, and 6) financial literacy. The series includes an orientation for new faculty to Brown EM and provides organizational support for developing careers to complement clinical practice.

Impact/Effectiveness: The program was initiated in March 2025 and 4 sessions have occurred. Thus far, 29 of 54 invited members have attended in-person sessions. Feedback has been overall positive with most attendees reporting high overall satisfaction and a positive impact on department culture. Communication and attendance have been the biggest hurdles. Since the program's inception, we have created a departmental junior faculty listserv for easy and rapid communication. Additionally, we have advertised events during department and division meetings, as well via email to increase engagement in future events. Such a program could be adapted for junior faculty career development at other institutions.

22 Ultrasound Bootcamp Gamification

Giannina Alvarez Calderon, Christiaan Myburgh, Tyler Moriarty

Introduction: Point-of-care ultrasound (POCUS) is a core EM skill for diagnosis and procedures. ACEP recommends structured U/S training for all new EM interns to ensure foundational knowledge in image acquisition, interpretation, and application. Given variable prior exposure, it's essential to establish a common foundation in image acquisition, interpretation and clinical application.

Educational Objective: This innovation sought to introduce core EM U/S modalities, enhance technical skills, improve recognition of pathology, and boost resident confidence in POCUS.

Curricular Design: Interns begin with a 4-week bootcamp to build core EM knowledge before clinical shifts. A 2-day U/S bootcamp serves as the foundation of POCUS training, combining targeted lectures, hands-on scanning of standardized patients and pathology-based case reviews. Gamification encourages engagement in case competition (review of U/S clip with points given for correct anatomy and pathology identification), team challenges (interactive rounds combining scanning, image interpretation and procedural skills—Scan-Based Trivia, Prove-It Challenge, Physics/Knobology, Blindfolded FAST Challenge) and POCUS scavenger hunt (hands-on event requiring teams to obtain real-life patient scans from the department). Faculty oversaw activities, provided immediate feedback and reinforced U/S concepts during structured debriefs.

Impact: The gamified POCUS bootcamp had a strong positive impact on learners across all measured dimensions. Residents agreed with increased motivation (96%) and engagement (100%), compared to traditional educational methods. Residents also agreed that it provided a productive level