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in critical care increased from 2.47 to 4.13 ($p < 0.001$) on the Likert scale, and average written exam scores improved from 49% to 74% ($p < 0.001$). Learners provided overwhelmingly positive feedback. Though time-intensive, the curriculum represents a valuable investment in a crucial skill for Eps.

67 Bingo! A Multiplayer Synchronous Serious Game to Increase Weekly Conference Engagement and Learning

Tina Anjali Jagtiani, Thomas Sanchez, Brian Smith, Timothy Khowong

Background: Weekly conferences are a crucial component of medical residency education; however, maintaining consistent engagement among residents during these sessions can be challenging. We have implemented a novel intervention, content-related conference bingo, to address this issue, aiming to improve resident participation, satisfaction and knowledge retention.

Objectives: By participating in this serious game, EM residents will:

1. Actively listen to all didactics during weekly conference
2. Identify teaching points related to their individual game boards
3. Engage with their peers in a friendly competition
4. Formulate a teaching point for every completed box on their game boards

Curricular Design: We introduced a conference bingo initiative at our weekly resident conference via an online platform that is easily accessible from mobile devices. Bingo cards are created with terms and concepts directly related to each week's specific content. Residents play throughout all conference sessions, and the winner of the bingo game is prompted to present one learning point about each crossed-off tile on their card, which reinforces the information and facilitates peer teaching. We assessed engagement levels through a post-intervention survey, direct observation, and participation rates.

Impact: Following the implementation of conference bingo, we observed an increase in resident engagement. Post-implementation survey results ($n=21$) show a favorable reaction toward this novel activity with an average score of 4.24/5 on a bipolar Likert scale, demonstrating a Kirkpatrick Level I impact. In addition, 71.4% of participants report feeling "very engaged" or "engaged" in conference content with the incorporation of bingo, and 100% of learners expressed interest in future participation. The unanimous desire to continue participating in conference bingo demonstrates its strong appeal among residents, giving us the opportunity to leverage their enthusiasm for further educational enhancements

68 Navigating Clinical Feedback in Emergency Medicine: A Scoping Review

Neha Raukar, Dea Kehler, Bo Madsen

Background: Clinical feedback is essential to emergency medicine (EM) education, shaping residents' learning, decision-making, and patient care. However, barriers often limit the effectiveness of feedback. This review synthesizes current research to identify challenges and opportunities in delivering clinical feedback to EM residents.

Objectives: This review examines the role, impact, and challenges of clinical feedback in EM residency, focusing on how real-time feedback affects learning, patient care, and the perspectives of residents and attending physicians.

Methods:

Design: A scoping review of literature from 2013 to 2023 was conducted using Medline and Embase databases.

Setting: Studies were selected from diverse clinical environments, including community hospitals, tertiary centers, and urban trauma centers.

Participants/Subjects: Eleven studies from the US and Europe were included based on relevance to clinical feedback in EM residency. Interventions/Observations: Feedback approaches were reviewed, emphasizing optimal conditions and the educational value of timely, observation-based feedback. Data analysis revealed key barriers to effective feedback, such as time constraints, limited observation, workload pressures, and residents' emotional responses.

Results: Findings show that effective feedback improves clinical skills and operational efficiency but is often hindered by barriers, leading to missed opportunities. Results indicate feedback is most impactful when targeting modifiable behaviors and delivered as real-time, structured input from supervising physicians. Training residents to receive feedback effectively is also emerging as a valuable tool.

Conclusions: Feedback is critical to EM resident education, yet further studies are needed to understand its impact on resident performance in clinical settings. Recommendations include implementing structured faculty development and feedback training for both residents and educators to support continuous learning. Limitations include variability in study design and focus, along with limited literature, which may affect the generalizability of findings.

Innovation Abstracts

1 Shifting Training Preferences in Emergency Medicine Residency Applicants: A Post-Interview Analysis from 2020 to 2024

Christopher Woodard, Jennifer Campoli, Stephen Lucas

Objectives: This study aims to investigate the changing