

PEDIATRIC EMERGENCY MEDICINE FELLOWS' PROCEDURAL EXPERIENCES DURING TRAINING

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Background: Pediatric Emergency Medicine (PEM) fellows are required to learn how to perform a large range of procedures during their training. However, numerous studies show that trainees from various specialties had insufficient opportunities to practice rarer procedures. It is unknown precisely the number of procedures needed to develop competence, however, procedural frequency seems to correlate with skill attainment. The objective of this study is to quantify the frequency of procedures a fellow may experience during their PEM fellowship training.

Materials/Methods: This was a retrospective, cross-sectional, multicenter cohort study exploring PEM fellows' procedural experiences during three years of training (2017-2020). All the programs submitted self-reported procedure logs and data extracted from the Electronic Medical Record via REDCap surveys. Program demographics, including patient volume, characteristics of the program, and how procedural data is tracked at the institution, were also collected. This study has been approved by the Baylor Institutional Review Board (IRB).

Results: 11 programs from around the country obtained IRB approval at their own institution and submitted their fellows' self-reported procedure logs. In addition, two of those programs also submitted procedure logs extracted from their Electronic Medical Record. Program sizes ranged from six fellows to 18 fellows. We are in the process of collating and organizing the data for statistical analysis.

Conclusions: We plan to report the number and types of procedures that PEM fellows are able to practice during their training, based upon self-reported logs and EMR data. Identifying which procedures PEM fellows have fewer opportunities to practice may inform supplemental educational opportunities to optimize skill development. This study will lay the groundwork for future steps, including standardizing the way programs track this data and investigating assessments of competency.

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