Take 5

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Disclosures: None
• Balancing the revolving door of learners as well as clinical tasks while trying to teach on-shift is challenging
• Research shows that on average only 6% of time is spent teaching on shift
• We hypothesized that utilization of the Take 5 teaching tool can improve teaching of learners in a limited time as reflected through NBME scores as well as teacher and learner satisfaction
• Study type: Educational
• Population: ECU-BSOM 4th year medical students and ECU Health 3rd year Emergency Medicine residents
• Intervention: TAKE 5 cards to be used for on-shift teaching
• Main outcome measure: Does using the TAKE 5 cards as an on-shift teaching tool for the 4th year medical students improve Emergency Medicine NBME scores in a particular subject area?
Evaluation Plan

• Primary Objective
  • Impact on the NBME Score
  • Compare historical NBME data to data collected after implementation of the Take 5 teaching tool

• Secondary Objectives
  • Student Satisfaction
  • Instructor Satisfaction
  • Evaluate ease of use, engagement of tools, consistency, and time needed
Conclusion

• Our study aims to show that the TAKE 5 tool will improve teaching in the clinical environment within a busy emergency department.

• Confounding Variables:
  • NBME is an exam with significant variability
  • Student Engagement

• Limitations of the Study:
  • The use of a Teaching Resident