

# 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 4<sup>th</sup> year medical students and ECU Health 3<sup>rd</sup> 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?

- 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



- 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