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#### **Authors**

Platt, Melissa  
Kane, Bryan  
Bavolek, Rebecca  
[et al.](#)

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## 43 Impact of the COVID-19 Pandemic on US Emergency Medicine Education: A Needs Assessment for Academic Emergency Medicine Faculty

Melissa Platt, Bryan Kane, Rebecca Bavolek, Leah Bradlow, Melanie Camejo, Sarah Dunn, Tabitha Ford, Kristi Grall, David Jones, Eric Lee, Stephen Miller, Brian Milman, Shannon Moffett, Lisa Stoneking, Taylor Surles, Amy Cutright, Isaac Shaw

**Learning Objective:** To characterize the challenges and benefits that the COVID-19 pandemic has provided to academic EM faculty.

**Background:** The COVID-19 pandemic has presented unpredicted challenges to EM education. The speed of the pandemic and extraordinary clinical burden prevented a coordinated educational response at all levels, including that of faculty development. While COVID-19 research is prolific and ongoing, EM faculty educational impact is yet to be fully explored.

**Objectives:** To characterize the challenges and benefits that the COVID-19 pandemic has provided to academic EM faculty.

**Methods:** CORD chartered a COVID-19 Task Force of 18 selected educators to explore the pandemic’s impact on EM. A Modified Delphi process was used to develop multiple survey instruments. This process included a literature search for validated questions and internal piloting with iterative changes. After IRB approval, the faculty survey was distributed to members of CORD during the 2021 Academic Assembly. Using SPSS v26, a descriptive analysis was performed.

**Results:** Forty-one individuals responded to the survey concerning faculty. Eighteen (43.9%) respondents were program directors, 14 (34.1%) were assistant/associate program directors, four (9.8%) were core faculty, four (9.8%) were clerkship directors, and one individual (2.4%) was involved with faculty development and research. Most respondents were white (87.8%) and women (61%). Table 1 demonstrates the faculty responses for the benefits and challenges of COVID-19 to education. Table 2 notes the impact on the faculty themselves.

**Conclusions:** While the educational response to the pandemic was felt by faculty to be positive in the utilization of virtual platforms, faculty felt less engaged and less connected. Personally, faculty reported benefitting from numerous sources of human support, including familial, professional, and public. Despite this support, faculty reported the pandemic left them stressed, distressed, and burned out. A limitation of this geographically broad cohort was the number of respondents.

**Table 1.** Faculty educational benefits and challenges.

Item	Mean	SD
<i>Faculty Educational Benefits – Rank 1 to 8 with 1 being most important.</i>		
Faculty engagement in residency conference	2.24	1.48
Virtual video conference platform	2.68	1.65
Educational innovation	3.97	2.38
Faculty involvement in committees	4.27	1.77
Committee meeting attendance	4.43	2.13
Decreased financial burden on departments for faculty development programs/speakers	5.65	2.47
Recorded lectures given by faculty	6.00	1.43
Recorded faculty development sessions	6.11	1.32
<i>Faculty Educational Challenges – Rank 1 to 6 with 1 being most important.</i>		
Forming bonds with peers/residents	1.56	0.88
Faculty engagement in resident conference	3.62	1.70
Virtual mentorship	3.66	1.77
Repurposing faculty into virtual roles	3.87	1.73
Faculty engagement in departmental meetings/committees	3.89	1.03
Virtual video conference platform	4.35	1.48

SD = Standard Deviation

Table 1 provides means and standard deviations of items with statements displayed from most to least important.

**Table 2.** Faculty personal benefits and challenges.

Item	Mean	SD
<i>Faculty Personal Benefits – Rank 1 to 8 with 1 being most important.</i>		
Support of family/friends	2.29	1.41
Self-reflection or realization	2.61	1.59
Departmental support	3.63	2.22
Focus on physical and mental health	3.94	1.69
Support from the public -- e.g., acts recognition for frontline workers	4.89	1.75
Food donations to the department for frontline workers.	5.85	1.94
Departmental programming on stress management	6.18	1.42
Decreased financial burden from financial forgiveness programs	6.18	2.21
<i>Faculty Personal Challenges – Rank 1 to 9 with 1 being most important.</i>		
Stress and wellness management	3.60	2.03
Psychological distress	3.75	2.50
Burnout	4.17	2.36
Forming bonds with peers	4.30	2.65
Loss of non-clinical support systems (friends/family) due to distancing	4.58	2.68
Feelings of isolation	4.63	2.59
Physical activity changes	6.08	2.28
Forming bonds with patients	6.34	2.29
Diet changes	6.54	1.90

SD = Standard Deviation

## 44 Inter-physician conflict in the workplace: an under-explored contributor and manifestation of burnout

Caitlin Schrepel, Maralyssa Bann, Bjorn Watsjold, Joshua Jauregui, Jonathan Ilgen, Stefanie Sebok-Syer

**Learning Objective:** The goal of this study was to gain a deeper understanding of the personal and professional impact inter-physician conflict has on physicians’ well-being.

**Background:** Despite the recognized importance of collaboration and communication, interpersonal conflict amongst healthcare providers in different specialties remains a pervasive issue. Recent work elucidated some of the social conditions and processes that contribute to conflict between EM and IM physicians at the time of admission. However, little is known about the consequences that inter-physician