

## Longitudinal curriculum for pediatric resident trauma education

### **Problem Identification:**

Pediatric residents not familiar with trauma assessment. This leads to discomfort in the trauma bay during trauma resuscitations, and therefore discourages them from participating in the traumas in a more meaningful way.

### **General Needs Assessment:**

The American Boards of Pediatrics Content Specifications includes:  
Plan the appropriate initial evaluation of multisystem trauma

### **Targeted Needs Assessment:**

The second-year residents ask for more trauma training. A survey was conducted confirming these findings.

### **Objectives**

- 1) Demonstrate and be able to act on a primary survey
- 2) Demonstrate the secondary survey

### **Educational Strategies:**

First year:

- Lecture on trauma
- Simulation: one in the fall, one in the spring

Second year:

- Asynchronous
- Videos orienting them to the trauma bay, supplies, where to stand, and what to do
- Having a supervisor check off on an observed trauma primary and secondary survey

Third year:

- Trauma OSCE prior to 3<sup>rd</sup> year lecture

Ideas:

- Can one of the second years have a trauma pager each night?

### **Evaluation:**

OSCE scores – first year (pre, before they received new 2<sup>nd</sup> year curriculum; post, 2<sup>nd</sup> year after they received new 2<sup>nd</sup> year)

Online videos – how many watch; how long they watch