Previous LPacademic system vs current academic system.

* Indicates required question

1. *Mark only one oval.*

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2. This questionnaire is made for ER specialists, residents, interns, and medical students intending to compare the previous academic system, to the new one. *

   The previous academic system was as follows:

   - **3 Lectures a week** were given by ER residents and the attendance was limited only to the specialist, the residents on that shift, and the residents on c-shift.

   Morbidity and Mortality two intriguing and uncommon cases encountered by residents during their shifts are showcased every month. The comprehensive discussion encompasses patient presentation, diagnosis, analysis of errors, and recommendations for

improved medical management.

Students: Throughout the course of two weeks, students engaged in a series of five lectures focusing on specific topics. The second week, however, was characterized by emergency medical history and case presentations, with each presentation encompassing five clinical scenarios organized into groups.

The lectures during this period were centered on predetermined topics, namely Acute Coronary Syndrome (ACS), Basic Life Support (BLS), Advanced Cardiovascular Life Support (ACLS), Stroke, Arrhythmia, and Orthopedic Emergencies.

The current academic system :

1 Core rounds are routine gatherings where healthcare professionals discuss vital medical cases and essential practices to reinforce fundamental medical knowledge and skills, given a Lecture a week by a specialist and it's mandatory to be attended by all residents as well as er interns and students.
2 Grand rounds: educational sessions where medical professionals discuss patient cases to share knowledge and best practices in a collaborative learning environment.

3 Simulation education.

Where simulation-based case presentation occurs within 2 hrs, in which residents can practice their knowledge in a safe place

4 Journal club is a meeting that occurs every 3 months where professionals discuss and review research articles to stay updated with the latest findings in their field.

5 Morbidity and Mortality two intriguing and uncommon cases encountered by residents during their shifts are showcased every month. The comprehensive discussion encompasses patient presentation, diagnosis, analysis of errors, and recommendations for improved medical management.
This questionnaire will start by rating the previous system, the new one, and an overall assessment.
Students: The system change occurred with the integration of the new system, wherein students merged with the resident program. This merger resulted in monthly online lectures, each focusing on pertinent emergency medical themes.

Current medical student system :
We added Scientific Student Day every 2 months on Saturdays as virtual meetings involving 5 lectures with the same previous topics excluding the stroke lecture (we replaced it with abdomen and chest trauma, and primary

survey lectures)

By checking the box below, you confirm that you have read all the information provided above and agree to participate in the questionnaire.

Check all that apply.

- [ ] confirm

3. Gender *

Mark only one oval.

- ◯ Male
- ◯ Female

4. Age (years) *

Mark only one oval.

- ◯ 20-25
- ◯ 26-30
- ◯ 31-35
- ◯ 36-40
- ◯ >40

5. Role *

Mark only one oval.

- Emergency specialist
- Emergency resident (Senior, 3rd and 4th y)
- Emergency resident (Junior, 1st and 2nd y)
- Other

6. Distance between the address and the university of Jordan *

Mark only one oval.

- 0-1 Km
- 2-5 Km
- 6-10 Km
- 10-20 Km
- > 20 Km

7. Attending lectures in Grand/Core rounds? *

Mark only one oval.

- Yes
- No

8. Attending simulation rounds? *

Mark only one oval.

- Yes
- No

9. Attending mortality and morbidity rounds? *

Mark only one oval.

- Yes
- No

10. Attending Journal clubs? *

Mark only one oval.

- Yes
- No

11. Attending short lectures in the old system? *

Mark only one oval.

- Yes
- No

12. Presenting lectures in Grand/core rounds? *

Mark only one oval.

- Yes
- No

13. Do you preface choosing a topic to present or to be chosen for you? *

Mark only one oval.

- Choosing a topic
- Being chosen randomly

The lectures (previous system)

Rate the lectures in the previous academic system

14. 1 Lecture facilitated my understanding of complex medical concepts and teminology, providing a strong foundation for further learning. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

15. 2 The lectures effictively connected the theoretical knowledge to real-world medical scenarios, demonstrating the practical application of the concepts taught *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

16. 3 The lectures were delivered clearly and concisely, effectively communicating essential medical information without overwhelming the attendee (e.g time, content, slideshow) *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

17. 4 Presenting lectures enhanced my communication and presentation skills, boosting my self-esteem. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

18. 5 The content of the lectures was aligned with the current medical practices and the latest advancements in the field *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

19. 6 The lectures improved my medical ethics, the way I deal with my patients, stress, and in reducing the unfavourable behaviors in ER. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

20. 7 I Strongly prefer when I choose the lecture topic myself *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

Simulation-based education (Current system)

Rate the Simulating-based education in the current academic system

21. 1 The variety of cases in the simulation exercises adequately prepared me for real-life scenarios. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

22. 2 Simulation-based education improved my confidence in handling critical situations. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

23. 3 Simulation-based education improved my ability to manage time and resources efficiently in emergency situations *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

24. 4 I feel more prepared to handle unexpected challenges in the emergency room due to simulation-based training *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

25. 5 Simulation-based education enhanced my teamwork and communication skills within a medical setting. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

26. 6 The skill-lab facilities are adequate *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

27. 7 The Instructor gave me the opportunity to practice at the skills lab *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

The lectures (Core/Grand rounds in the Current system)

Rate the Lectures in the current academic system

28. 1 Lecture facilitated my understanding of complex medical concepts and teminology, providing a strong foundation for further learning. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

29. 2 The lectures effictively connected the theoretical knowledge to real-world medical scenarios, demonstrating the practical application of the concepts taught *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

30. 3 The lectures were delivered clearly and concisely, effectively communicating essential medical information without overwhelming the attendee (e.g time, content, slideshow) *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

31. 4 Presenting lectures enhanced my communication and presentation skills, boosting my self-esteem. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

32. 5 The content of the lectures was aligned with the current medical practices and the latest advancements in the field *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

33. 6 The lectures improved my medical ethics, the way I deal with my patients, stress, and in reducing the unfavourable behaviors in ER. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

34. 7 I Strongly prefer when I choose the lecture topic myself *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

35. 8 Core/Grand rounds provided a comprenhisve review of fundemental medical knowledge,reinforcing essential concepts vital for clinical practice *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

36. 9 The diverse case presentations during core/Grand rounds exposed me to a wide range of medical condtions and treatment approches. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

37. 10 The core/Grand rounds improved my communication and teamwork skills, enhancing the patient care delivery. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

38. 11 The involvment of expert speakers and specialists in grand/ core rounds enriched the learning experience, offering valuable mentorship and guidance. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

39. 12 The interactive nature of Grand/Core rounds enhanced my decesion making in real-life scenarios. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

40. 13 Core/Grand rounds helped me assess the academic knowledge gained from lectures and other learning resources. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

Journal Club (current system)

Rate the Journal club

41. 1 Journal club gatherings improve my ability to critically analyze and evaluate research papers. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

42. 2 The gatherings were beneficial in clarifing the reasearch process and the key points that I should focus on *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

43. 3 The meetings that brought together specialists, residents, interns and students were easy to implement and flexible. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

44. 4 I commit to attending and participating in the Journal club meetings and tasks. *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

45. 5 Engagement in journal club gatherings facilitated the integration of research findings into clinical practice *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

46. 6 These interviews strengthened relationships and bounds between the residents themselves and their specialists *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

47. 7 These interviews included social activities such as eating and planning for off-hour activities *

Mark only one oval.

- 1 Totally Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Totally Agree
- Not applicaple

Online practice in current system vs Previous system

48. 1 Which system provides more relevant online practice content for your emergency medicine training? *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

49. 2 In your opinion, which system is more effective in helping you retain and apply emergency medical knowledge? *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

50. 3 Assess the effectiveness of interactive features such as quizzes, case studies, or simulations in enhancing your learning experience. Which system offers better interactive features? *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

51. 4 Compare how well each system facilitates collaborative learning or discussions among ER residents. Which system is more effective in promoting collaborative learning? *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

52. 5 Which system, in your experience, is more effective in tracking and displaying your progress in online practice activities? *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

53. 6 Which system provides more valuable feedback during or after online practice sessions? *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

Morbidity and Mortality: Previous system Vs Current System

Please indicate which system has had a greater impact on the following aspects:

54. **1** Altering your approach to case analysis: *

Mark only one oval.

- Previous system
- Current system
- both are the same
- Not Sure
- Not applicaple

55. **2** Enhancing your treatment strategies for patients: *

Mark only one oval.

- Previous system
- Current system
- both are the same
- Not Sure
- Not applicaple

56. **3** Increasing your decision-making capabilities: *

Mark only one oval.

- Previous system
- Current system
- both are the same
- Not Sure
- Not applicaple

57. **4** Assisting you in avoiding errors in similar cases: *

Mark only one oval.

- Previous system
- Current system
- both are the same
- Not Sure
- Not applicaple

58. **5** Encouraging your learning and additional reading on related topics: *

Mark only one oval.

- Previous system
- Current system
- both are the same
- Not Sure
- Not applicaple

Overall evaluation : previous system vs current system

In this section, please select the preferable system based on the provided statement

59. **1 In which system do you feel more capable of assimilating skills and knowledge?** *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

60. **2 Considering the time aspect, in which system do you think trainees spend more time engaged in learning sessions?** *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

61. **3 In which system do you think the attendance of medical staff members was higher?** *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

62. **4 In which system do you feel you were able to focus more effectively?** *

Mark only one oval.

- Previous system
- Current system
- Both are the same
- Not Sure
- Not applicaple

63. **5 In which system did your overall satisfaction with the training experience improve?** *

Mark only one oval.

- ◯ Previous system
- ◯ Current system
- ◯ Both are the same
- ◯ Not Sure
- ◯ Not applicaple

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