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ABSTRACT BOOK

Kurullar/ Boards	3
Bilimsel Program / Scientific Program	5
Konuşma Özetleri / Abstracts	35
Sözlü Bildiriler / Oral Presentations	205
Poster Bildiriler / Poster Presentations	364
Tam Metinler / Full Text Presentations	667

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S-042 ACADEMIC LITERACY IN EMERGENCY MEDICINE RESIDENCY TRAINING PROCESS

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OBJECTIVE: Academic literacy skills have an important place in the ever-changing and updated practice of the medical profession. Although the importance of this subject and the minimum practices are determined by the guidelines, it is a question mark how much these skills can be gained during the specialty education in medicine. With this study, we aimed to determine how much academic literacy skills are achieved during the emergency medicine residency training, where the workload is high, and to identify the obstacles on this path.

MATERIAL and METHODS: The questionnaire, which was prepared on the online platform (Google forms) for the study, was sent to the emergency residents (ERs) via the Emergency Medicine Residents Union of Turkey. Among the volunteers included in the study, age, length of practice, years in emergency medicine education, and academic structure in the clinics of the participants were questioned. At the same time, data were collected with questionnaire questions that evaluated the status and opinions of the participants in conducting scientific research, participating in scientific congresses, evaluating scientific articles, and conducting thesis studies.

RESULT: A total of 124 emergency medicine residents who responded to the questionnaire were included in the study, 36.3% were female, with a mean age of 30 ± 4 years. Seventy percent of ERs received training in university hospitals and 30% in training and research hospitals. According to the duration of residency, 36% were in the first year, 15% in the second year, 26% in the third year, and 23% in the last year. It was determined that 20-30 ERs were trained in 52% of the institutions and more than 40 ERs in 27%. In contrast, we found that 44% of institutions had four or fewer faculty members. Most of the ERs stated that they could not allocate enough time for academic and scientific activities (55%) and did not receive adequate training in conducting and conducting scientific research (40%). 88% of ERs who responded to the survey stated that they wanted to receive training about conducting scientific research, and 72% of them stated that they received training on this subject in another institution. The percent of ERs stated that they did not participate in any scientific research as a researcher 58% and 52% stated that they did not participate in a scientific congress. Eighty-one percent of ERs did not receive training in reading and evaluating scientific articles, and 37% did not follow up to date scientific articles.

CONCLUSION: Academic literacy is one of the most important skills to be acquired during the medical residency training process. However, we found that this skill could not be acquired adequately during emergency medicine education. The most important reasons for this situation are the high workload and the high number of ERs and insufficient number of faculty members.

Keywords: emergency medicine, academic literacy, assistant training