



# Residents as Educators: Value-Added Integration of Teaching And Leadership Skills

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## Introduction

Residents are expected to teach medical students, interns and patients. However, not every resident feels prepared for these teaching duties. This is especially a challenge at our institution as our collaboration with the University of Queensland Medical School is new. Our Hospital Medicine department previously scored below expectation in the categories of “Student involvement” and “Overall clinical education experience.” With the medical school class size increasing yearly and 1/3 of medical student knowledge being attributable to house staff teaching, it was important to increase educational interactions and improve student integration within Hospital Medicine teams.

## Aims

- To Design/implement an enduring residents-as-teachers program that would be integrated into daily workflow
- To improve the educational experience of both medical students and residents
- To foster a culture of education and mentorship

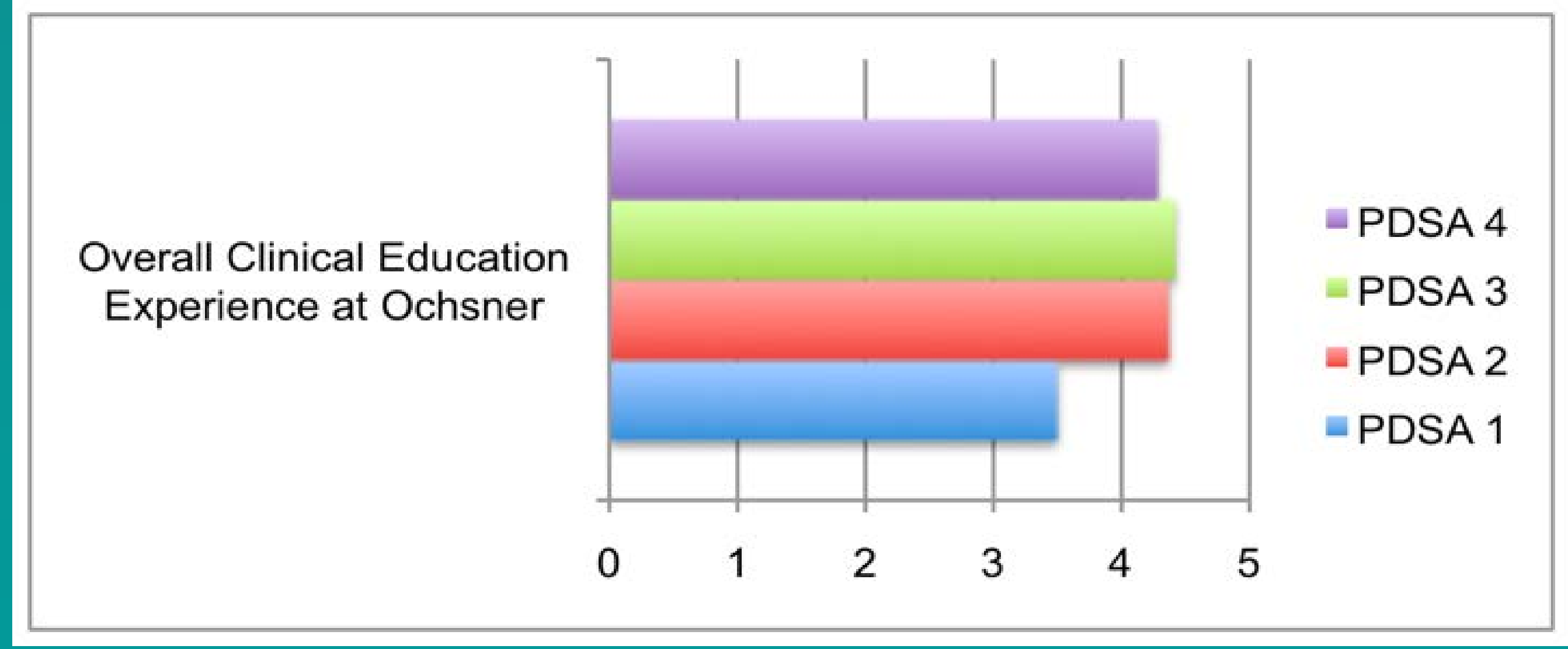
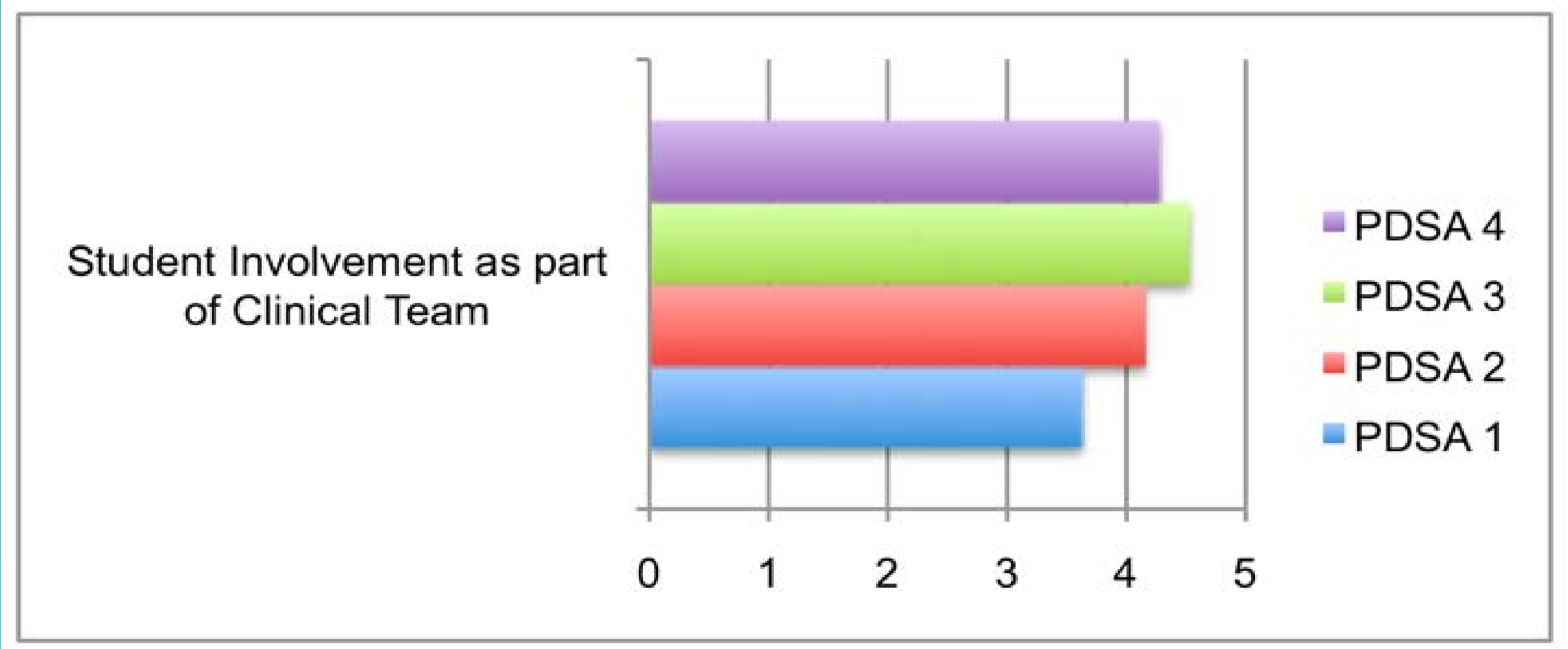
## Methods

- Project progressed through 4 PDSA cycles starting with a pre-survey sent to all Internal Medicine residents for self-assessment of resident teaching skills and knowledge of available educational resources
- Next we created a Student Checklist with topics to cover and tasks for students to achieve with their residents during rotation
- PDSA 1: One resident/student teaching team for two weeks. Checklist and post surveys launched, reviewed and revised.
- PDSA 2: All Hospital Medicine teaching teams for 4 weeks. Staff physicians presented ‘Teaching on the fly’ sessions
- PDSA 3: All Hospital Medicine teaching teams for 8 week.
  - Ipad teaching apps distributed.
- PDSA 4: All Hospital Medicine teaching teams for 8 weeks.
  - Began workshops on how to assess student clinical skills

## Results

- Resident comfort level with teaching students increased
  - PDSA 1: 41% high comfort level, 58% average comfort
  - PDSA 2: 77% high comfort level, 22% average comfort
- Student involvement as part of the clinical team
  - Increased average from PDSA 1 to PDSA 3
- Student overall clinical education experience at Ochsner
  - Increased average from PDSA 1 to PDSA 3

	PDSA 1	PDSA 2	PDSA 3	PDSA 4
Student Involvement as part of Clinical Team	3.63	4.16	4.53	4.28
Overall Clinical Education Experience at Ochsner	3.50	4.37	4.42	4.28



## Discussion

- Overall residents indicated that they had adequate resources needed to teach and had a high comfort level in teaching medical students and that the project did not prolong their workday.
- Residents reported that a major barrier was knowing what to teach. This was reflected in the survey question “Are you familiar with the education expectations for the medical students?”
- This deficit was tackled by running resident workshops on how to assess clinical skills and provide feedback to medical students as per the clerkship curriculum which was implemented during PDSA 4.
- Fast and easy was key to engaging learners. 10 minute teaching on the fly sessions workshops and a ½ page pocket checklist were more successful than full lectures or handouts.
- Medical student end of rotation surveys given by the University of Queensland have also indicated that students have successfully been incorporated into Hospital Medicine teams.

## Conclusions

- Over the past twelve months residents have learned to successfully incorporate teaching medical students and peers into their daily workflow.
- For the next academic year, we will assess how interns are utilizing educational resources and how they are participating as educators.
- We would like to determine if residents teaching on service has made a positive impact on the scores of the medical students final exams.