DIRECT OBSERVATION OF SENIOR RESIDENT TEACHING DURING PATIENT AND FAMILY-CENTERED ROUNDS

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BACKGROUND

- Resident physicians play a significant role in the education of fellow residents and medical students, yet few are formally trained in teaching.
- The Pediatric Residents as Teachers (RaTs) curriculum at Medical College of Wisconsin and Children’s Hospital of Wisconsin (CHW) focuses on providing tools aimed at developing resident teaching skills.
- Patient and Family-Centered Rounds (PFCR) at CHW are led by senior residents (SR) and provide SR with an opportunity to guide intern and medical student care plan development while demonstrating physical exam skills, communication, and compassion.
- ACGME requires evaluation of residents on specific competencies, including teaching.
- The goal of this project was to identify a tool for observing SR teaching on PFCR and use the tool to identify areas for improvement in SR led PFCR to further develop the RaTs curriculum.

METHODS

- The Quality Rounds Initiative (QRI) had previously validated 21 roles and competencies that empower SR while leading PFCR. This list was termed the Senior Resident Empowerment Actions (SREA-21).
- The SREA-21 Senior Resident Summary Sheet (Fig 1) was used to observe PFCR, to train a novice evaluator, and determine reliability between evaluators.
- Observations were done on two separate occasions with two different SR. On day 1, evaluators 1 and 2 observed PFCR for 6 unique patients with Resident A. On day 2, evaluators 1 and 3 observed PFCR for 3 unique patients with Resident B.
- Ten behaviors on the SREA-21 were identified as specifically related to SR teaching *(Fig 1).*
- Intraclass correlation coefficient was 0.559, suggesting moderate reliability.

RESULTS

Figure 2. Senior Resident Teaching Behaviors on Family-Centered Rounds

- Two behaviors (makes teaching points and demonstrates exam techniques/findings) scored an average of <2 for both residents, indicating these behaviors were not done well with a frequency of 0-33% of the time.

CONCLUSIONS

- The two behaviors least frequently observed suggest areas where SR may need additional training.
- RaTs sessions targeting the two behaviors may improve SR teaching on PFCR.
- Additional observations are required to further delineate areas for additional training and reliability among evaluators.

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