

Emergency Medicine Residents as Teachers

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Emergency Medicine Residents as Teachers

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Background:

Resident physicians play an integral role in educating junior residents, medical students and patients.

Objectives:

We set out to determine how Emergency Medicine (EM) residents describe their training, proficiency and comfort level in teaching before and after receiving instruction in clinical teaching.

Methods:

EM residents were surveyed that are part of a health care network with an Emergency Department (ED) census of 105,000 across two suburban teaching sites. EM residents filled out a 12-question survey prior to a mandatory educational session. Subsequently they participated in a two-hour instructional module introducing adult learning principles, methods of clinical teaching and understanding how to give effective feedback. Afterward, they completed an 11-question evaluation.

Pre- and Post-Education Surveys:

Residents as Teachers Pre-Session Survey

- Please circle the level of training you are currently in?
A. PGY-1 B. PGY-2 C. PGY-3 D. PGY-4
E. Other: please specify _____
- Approximately how many shifts each month in the ED do you have a medical student working with you?
A. 1-2 B. 3-5 C. 6-10 D. >10
- How much time would you estimate you spend teaching a student or junior resident on a clinical shift in the emergency department?
A. Less than 10 min B. 10-30 min C. 31-60 min D. >60 min
- How comfortable do you feel teaching/ precepting medical students working with you?
A. Very comfortable B. Somewhat comfortable C. Not comfortable
- How proficient are you as a teacher?
A. Novice B. Beginner C. Competent D. Proficient E. Expert
- How much training have you received in how to teach during residency?
A. Once B. 2-5 times total C. 2-5 times per year D. Ongoing E. Never
F. Other: please specify _____

- How have you been trained to teach?
A. Lecture B. Workshop C. Handouts D. Videos
E. I have never received any formal training on how to teach
F. Other: please specify _____
- I am familiar with clinical teaching models such as "One-Minute Preceptor" and "SNAPPS"
A. I use them regularly in the ED teaching students/ junior residents
B. I have heard of them but have never used them
C. I have no idea what you are talking about
- What do you think are the main barriers to teaching students (junior residents) in the emergency department?
A. Not enough time B. Patients with high acuity C. Resident not comfortable/ proficient at teaching
D. Other: please specify _____
- Would you be interested in a program that taught you skills in order to be a better teacher in the ED?
A. Yes B. No C. Maybe: please elaborate _____
- How proficient are you at giving feedback to medical students in the ED?
A. Novice B. Beginner C. Competent D. Proficient E. Expert
- Do you have any suggestions on how teaching can be improved by residents in the emergency department?

Residents as Teachers Post-Session Survey

- Please circle the level of training you are currently in?
A. EM PGY-1 B. EM PGY-2 C. EM PGY-3 D. EM PGY-4
E. Other: please specify _____
- Did this educational session meet the goals and objectives outlined?
A. Objectives were met B. Objectives were not met C. I'm not sure
- Please rate how helpful this module was to your emergency medicine training?
A. Very helpful B. Somewhat helpful C. Not particularly helpful
- How much more prepared to teach in the ED are you than you were prior to this session?
A. Much more prepared B. Slightly more prepared C. No change D. Less prepared
- I am more likely to teach students in the emergency department after this training.
A. Very true B. Somewhat true C. Not true

- I thought the format of this module was appropriate for the content presented.
A. Very true B. Somewhat true C. Not true
- The small group practice sessions enhanced my understanding of what was being taught.
A. Very true B. Somewhat true C. Not true
- I understand better how to give effective feedback after this session.
A. Very true B. Somewhat true C. Not true
- Overall, I would rate this educational session as:
A. Excellent B. Good C. Fair D. Poor
- Do you have any other feedback related to the effectiveness of this session? (please write on back of scantron)
- What other topics would you like to see discussed as part of the "Residents as Teachers" curriculum? (please write on back of scantron)

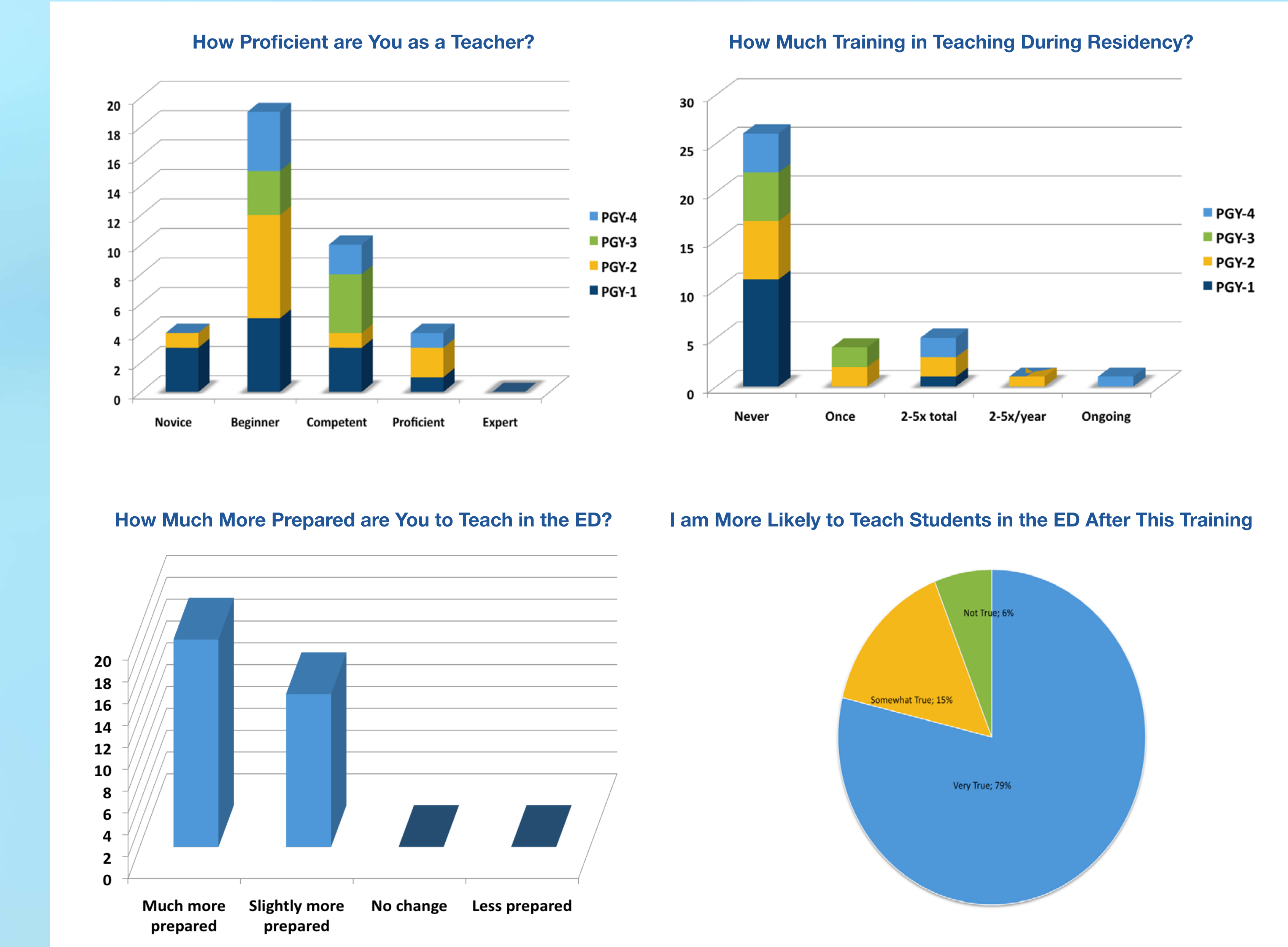


Table 1. Demographics

Demographics	Pre-Session Survey	Post-Session Survey
PGY-1	12	11
PGY-2	11	6
PGY-3	7	9
PGY-4	7	7
Total PGY 1-4	37	33

Results:

Thirty-seven EM residents completed the pre and 33 the post-education survey. One-hundred percent (37/37) of residents acknowledged having a medical student work with them during shifts each month in the ED. The majority of residents (70%; 26/37) estimated spending more than 10 minutes but less than 60 minutes teaching a student or junior resident on a clinical shift. Pre-education 62% (23/37) identified their proficiency as a teacher and ability to give feedback as that of a novice or beginner. Thirty-eight percent (14/37) felt competent or proficient as teachers. Seventy percent (26/37) reported never having received instruction in clinical teaching during residency and 89% (33/37) had an interest in learning these skills. After education, 85% (28/33) described the teaching module as very helpful to their training and 100% (33/33) reported feeling more prepared to teach in the ED. Seventy-nine percent (26/33) stated they were very likely to teach students more often and 100% (33/33) reported a better understanding of how to give effective feedback.

Conclusion:

The majority of EM residents surveyed expressed an interest in participating in programs that give them skills to be a better teacher in the ED, and felt that completing the training was helpful to their EM education. After training, EM residents in this cohort felt more prepared and reported they were more likely to teach in the ED. These findings would suggest that a standardized training program specific to EM residents as educators would be well received if developed.