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Prioritizing Residents' Needs: On the Creation of a Residents as Teachers and Leaders Program

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Prioritizing Residents' Needs: On the creation of a Residents as Teachers and Leaders Program, Maria V Tejada-Simon, MS, PhD. BCM, Houston, TX, 77030. Nadia Ismail, MD, MPH. BCM, Houston, TX, 77030. John W Culberson, MD. BCM, Houston, TX, 77030. Joan A Friedland, MPH, MD. BCM, Houston, TX, 77030. Charlene M Dewey, MEd, FACP, MD. BCM, Houston, TX, 77030.

Introduction: Residents are responsible for the majority of medical student teaching and directly supervise, instruct, and evaluate students. Many organizations now recommend that residency training programs include venues specifically designed to develop resident teaching skills.

Purpose: To create a Residents as Teachers and Leaders program that may be applied across all resident specialty-training, we used a nominal group technique to identify and rank the content and best delivery format for such a program. The nominal group technique was selected because it is a process of listing items most important to the participant and allows free and equal discussion of each item.

Methods: Sixteen residents in their second year of residency were enlisted to form an interdisciplinary group of residents to participate in a small group needs assessment using nominal group technique. The 2-hour session was comprised of part 1: a large group overview where participants learned about the purpose of the Residents as Teachers and Leaders program, their role as teacher and leader, and the purpose/ground rules of the nominal group technique format, and part 2: two small groups using a nominal group technique focusing on either content or format. Residents were randomly assigned to either the content or format group.

Results: The content group identified 52 items as important for a Residents as Teachers and Leaders program, clarified, grouped and ranked these items into 7 including: knowing students' core objectives, clarifying learner expectations and student role, giving timely feedback and student evaluations, teaching bedside and physical examination skills, dealing with different types of learners, improving learning environment, and balancing teaching and leadership responsibilities. The format group identified 38 items, clarified and ranked them into 3 including: forum for communication, interactive graphics and flexible module formatting, and user friendly.

Conclusions: We identified key content areas and formatting issues to help in the development of a Residents as Teachers and Leaders program for residents at Baylor College of Medicine. This technique was very effective in generating ideas and ensuring equal participation within the group and equal representation of each member's opinions.