Poster Presentations: Teaching and Assessment of the Competencies Needed for the 21st Century Physician

25. Teaching to Operate: A Surgically Focused Residents-as-Teachers Curriculum
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ABSTRACT

Background: Teaching is a major component of a resident’s daily routine. Residents spend about a quarter of their time teaching both medical students and junior residents. Not only is teaching a required part of a resident’s job description, but having residents who are strong and competent educators can inspire future OB/GYNs, improve patient education, and lead to better resident retention of material. Given the importance of developing capable resident educators, a variety of Residents-as-Teachers (RaST) curricula have been developed nationwide and many have been shown to have positive impacts on student impressions of residents, resident experience, and resident teaching ability. However, although there have been RaT curricula designed for OB/GYN residents, these curricula have traditionally focused on teaching in a clinics or wards setting, with teaching topics including giving feedback, bedside teaching, and delivering micro lectures. Overall, there is a dearth of RaT curricula designed to develop resident educators in a surgical setting.

Given this need for support and instruction about how to teach in the OR, our goal was to develop a Residents-as-Surgical-Teachers (RaST) curriculum for OB/GYN residents to improve their surgical teaching skills. This curriculum focuses on efficiently training residents for teaching within the pace and demands of a surgical specialty.

Methods: We conducted a literature review and a needs assessment of resident interest and perceived need for a RaST curriculum. We then created a longitudinal RaST curriculum focused on teaching residents to teach in a surgical setting. Our curriculum incorporates small groups, informal workshops, and observed structured teaching encounters (OSTEs) during skills labs and in the operating room.

Results: 22 residents completed a needs assessment. While 86% of residents felt it important to be an effective educator, 0% felt "totally prepared" to teach. 91% were interested in attending trainings on how to be a better teacher. Scores were higher for learning to teach fellow residents than students, and for OR skills over ward skills. With implementation of our RaST curriculum, residents had high satisfaction with teaching workshops. It was helpful to tailor teaching topics to the residents’ training level. Preliminary results indicate that OSTE s seem to provide helpful feedback.

Conclusions: There is a need for thoughtful, comprehensive RaST curricula. Implementation of a longitudinal RaST curriculum in our OB/GYN residency program was well received by residents and attendings.