

BACKGROUND

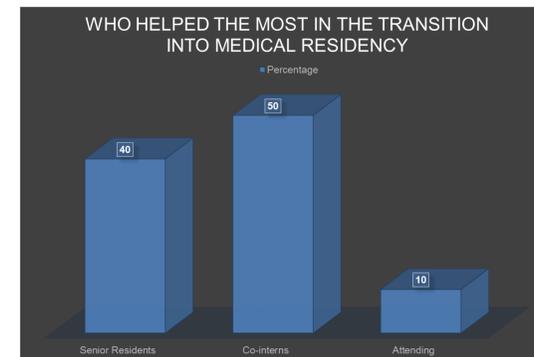
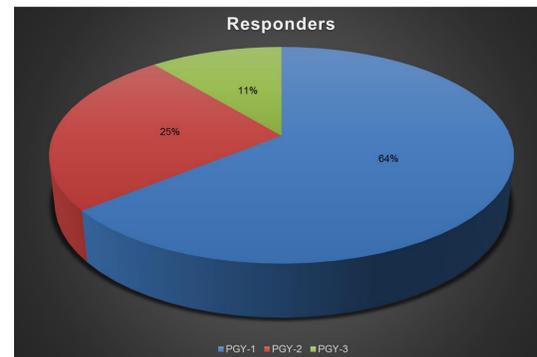
- It is a well-known fact that the first year of residency is a stressful period where teaching is integrated with practice scenarios to build a model for physicians' ideological, ethical and professional identity.
- Many studies have shown that residents play a vital role in the learning of their fellow residents through the teaching application of diagnostic skills for patient care

METHODS

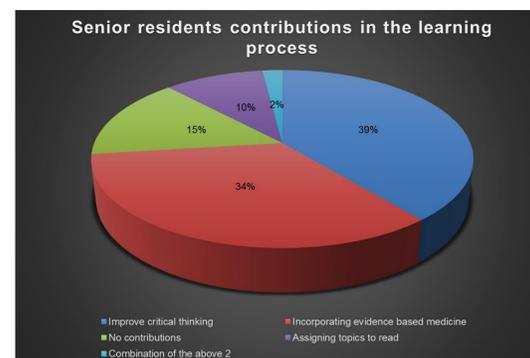
- Anonymous online survey was conducted in two teaching community hospitals to explore the contribution of senior residents to the learning curve of interns during medical residency.
- The survey was distributed via email to 73 residents, of which 5 were transitional year and the rest were internal medicine residents.

RESULTS

- 40 residents responded to the survey of which 42.5% were PGY-1, 35% were PGY2 and 22.5% were PGY3. 52% strongly agreed and 25% somewhat agreed that residents have an important role in the education of fellow residents.



- When inquiring about who helped the most in the transition into medical residency, 50% said co-interns, 40% said senior residents and 10% said attending physicians. Over all 50% of residents somewhat agreed and 12.5% strongly agreed that their senior residents contributed to their learning process as interns. 23.5% PGY-1 somewhat disagreed that senior residents contributed to their learning when compared to 7.1% PGY-2 and 0% PGY-3, however, this was not statistically significant (p value 0.33).



- When asked how learning was contributed, 39% stated that senior residents did not contribute to their learning process, 34% stated they helped them improve their critical thinking skills and the rest stated they incorporated evidence-based medicine (15%) assigned topics to read (10%) and combination of the above two (2%).
- Major barriers to senior residents teaching fellow interns included excess work duties (37%) and lack of interest (37%). 50% strongly agreed and 30% somewhat agreed to incorporate an educational curriculum to enhance teaching skills.

- Suggested methodologies to improve teaching skills included small group sessions with a facilitator (27.5%), interactive conferences (20%), web-based didactics (5%) printed readings for self-study (5%) and combination of the above methods (42.5%).
- Majority of the residents preferred a combination of bedside teaching skills, giving effective lectures, providing feedback and conflict management as preferred topics to improve their teaching skills. 57.5% were willing to dedicate time towards "resident as a teacher" activities if they are given protected time to complete them

CONCLUSION

- No statistically significant difference in the perceptions of PGY-1,2 and 3 about senior residents contribution to their learning, majority of them agreed for a need to improve their teaching skills.
- We plan to conduct a follow-up survey by implementing a "One Minute Preceptor" framework education to evaluate whether this improves the senior resident's contribution towards the learning of interns.