

21 Addressing Emergency Medicine Residents' Interest in Teaching Medical Students

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Background: Emergency medicine residents encounter the challenge of teaching medical students in a busy clinical setting. Prior teaching experience and interest in teaching amongst the residents was unknown at our institution.

Objectives: The purpose of this study was to assess emergency medicine residents' need for instruction on how to teach medical students and level of interest. This study also measured the response to an intervention that educated residents on how to teach, evaluate, and provide feedback to medical students.

Methods: Emergency medicine residents were requested to complete an anonymous, 10-question online survey on their perceived role and level of interest in teaching medical students. After completing the survey, residents attended a 4-hour lecture series on two regularly scheduled conference

Table 1. Intervention Survey Data

	5-point Likert Scale Average for Each Lecture			
	Lecture Topic			
	Feedback (n=16)	Evaluations (n=16)	Bedside Teaching (n=10)	Teaching Clinical Reasoning (n=10)
The material clearly met the stated goals	4.8	4.5	4.4	4.2
The material was well presented	4.9	4.7	4.5	4.4
The material was easy to understand	4.9	4.8	4.6	4.4
I plan to use the material presented in the future	5.0	4.8	4.2	4.1
The information presented was practical	4.8	4.7	4.4	4.2

days. Conference attendees evaluated the quality of the lectures using a 5-point Likert scale. Lecture topics included teaching clinical reasoning, bedside teaching, giving feedback, and evaluation.

Results: There was an 83% response rate (53 of 64 residents) to the online survey. A majority of the residents (89%) reported an interest in teaching medical students; however only 9% reported receiving formal instruction during residency on how to do so. Sixty-three percent of residents rated themselves as novice or beginner level teachers. Seventy-five percent of residents have an interest in receiving didactics on how to teach medical students. On average, residents who attended the sessions found that the information was practical and plan to use it in the future (Table 1).

Conclusions: A majority of emergency medicine residents are interested in teaching medical students and receiving instruction on how to do so. Residents who received instruction on teaching, evaluating, and giving feedback to medical students found it practical and plan to utilize what they learned. Future studies will evaluate if residents change teaching habits after educational workshops.