

## 95 **Teacher of the Day: The Impact of a Dedicated Faculty Teaching Shift on Clinical Education**

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**Background:** In the Emergency Department (ED), time is at a premium, and clinical teaching in Emergency Medicine (EM) can be difficult.

**Objectives:** Our goal was to improve clinical teaching by providing a dedicated faculty teaching shift, free from clinical responsibility.

**Design:** This was done in a community based academic institution with an emergency medicine residency with approximately 77,000 ED visits per year. Pre- and post-implementation surveys were sent to both faculty and residents to assess perceptions regarding time for teaching and the utility of a dedicated teaching shift, as well as the impact of the TOD on clinical teaching and any feedback and suggestions for improvement. Surveys were optional and anonymous. The teaching shift was implemented for two months. On weekdays, a faculty member was scheduled to be the teacher of the day (TOD) for a three hours. The TOD was required to perform one Standardized Direct Observational Tool (SDOT) per shift, but could otherwise teach at their discretion free of clinical duties.

**Impact/Effectiveness:** 44 subjects participated in the pre-implementation survey (24 residents, 20 faculty). 32/44 (72.7%) felt there was not adequate time for teaching during shifts. 28/44 (63.6%) felt that despite this, adequate teaching was performed on a daily basis. 36/44 (81.8%) of those surveyed felt the TOD would be helpful to improving the amount of clinical teaching that occurred. 34 subjects participated in the post-implementation survey (17 residents, 17 faculty). 28/34 (82.3%) felt that there was adequate teaching being performed on a daily basis. 22/34 (64.7%) felt the TOD was helpful in improving clinical education. The initiation of a dedicated TOD with no clinical duties improved perceptions of the level of teaching and was overall perceived as helpful to improve clinical teaching in our ED. We feel that the TOD serves as a useful adjunct to improve clinical teaching in EM residencies.