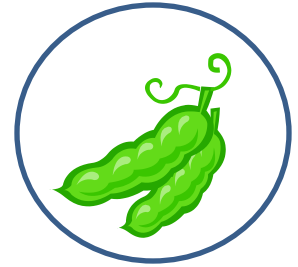


Implementing innovation: Individualizing the residency experience

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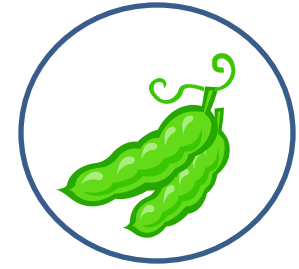


Background:

Programs have been challenged to prepare trainees for “specific and focused careers in the care of children, adolescents, and young adults.”

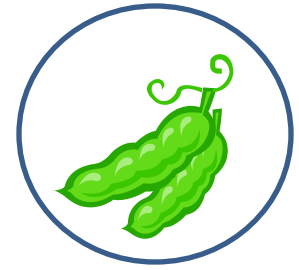


Objective:



To evaluate the inaugural year of a program designed to individualize the residency experience.





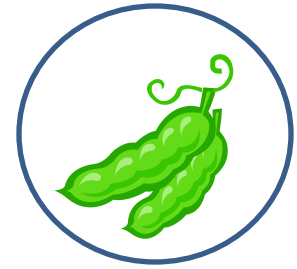
Design/Methods:

All residents (n=27) were divided into groups (PODs) based on their expressed career goals.

There were 5 PODs in all:

two groups of prospective general pediatricians, and one group each of specialists, intensivists (including neonatology and emergency medicine), and individuals as yet undecided.

The residents were committed to their choice of POD for the year.

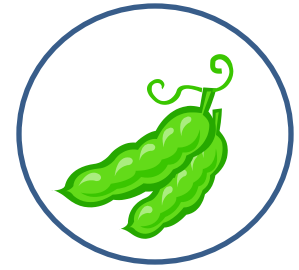


Design/Methods:

Each group had two faculty facilitators.

The PODs met for 90 minutes of protected educational time weekly.

The topics (e.g. humanism, ethics, insurance, billing, malpractice) were standardized but the cases and readings were individualized for each POD.

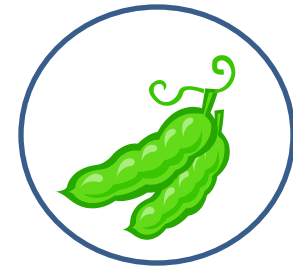


Design/Methods:

Learning modalities included case-based discussions, readings from science and literature, and sessions with patients, families, nurses, and pediatricians.

Assessment modalities included weekly minutes, questionnaires, reflective writing, and focus groups.

Curriculum



Learning styles

ILP

Stress/burnout

Review of current literature

Humanism

Parent Session

Research and QI

Difficult patient

Difficult resident

Residents as medical consumers

Nurses' session

Ethics

Insurance

Billing and coding

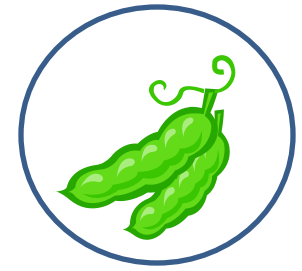
Session with pediatrician

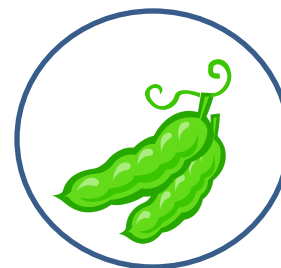
Malpractice

Organization and time management

Maintenance of certification

Outcomes





Results:

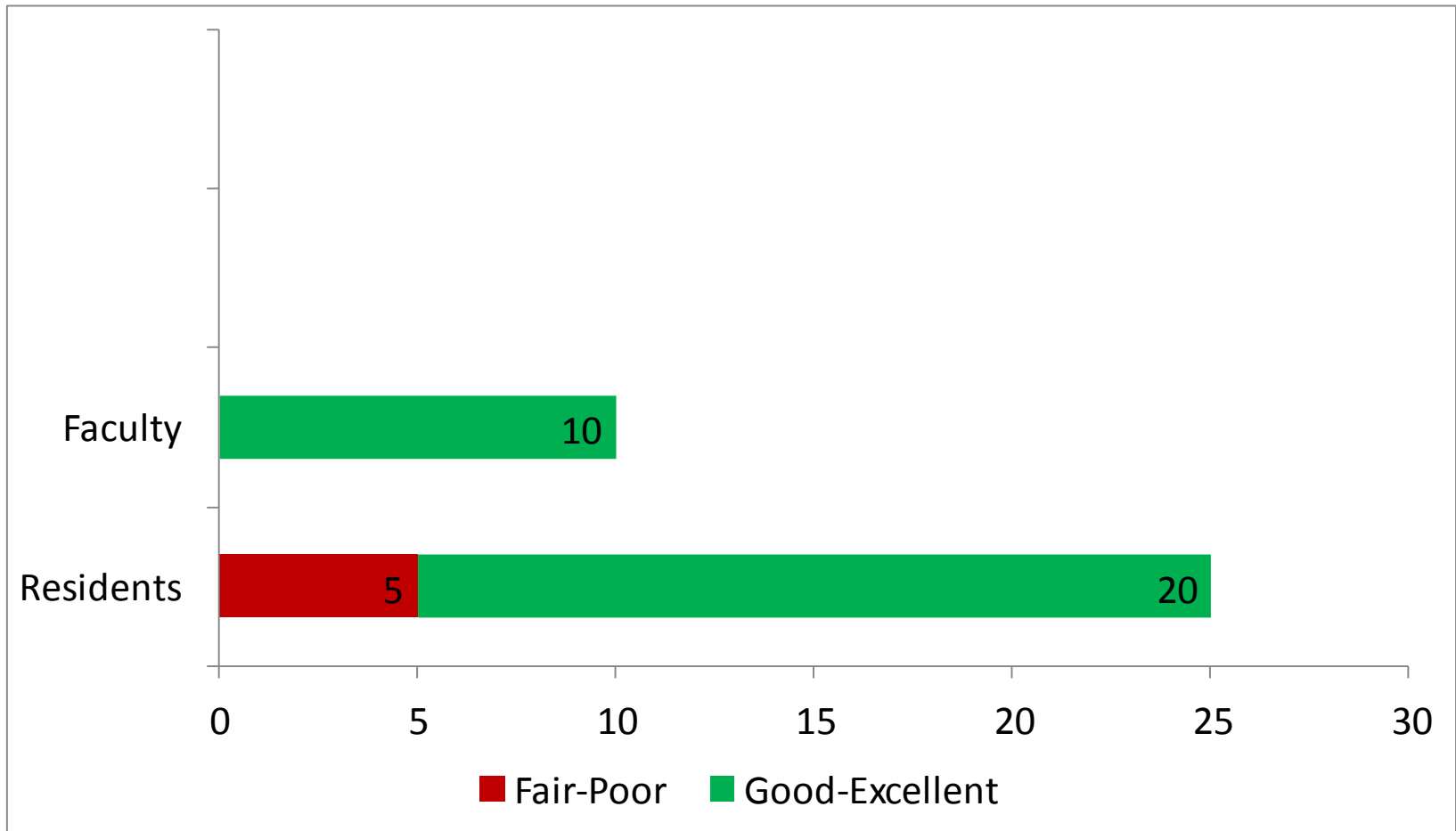
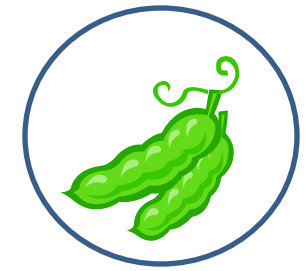
The PODs experience was rated as good or excellent by 80% of the residents and 100% of the faculty.

Faculty viewed PODs' small group format as conducive to residents' learning (90%) and active participation (100%).

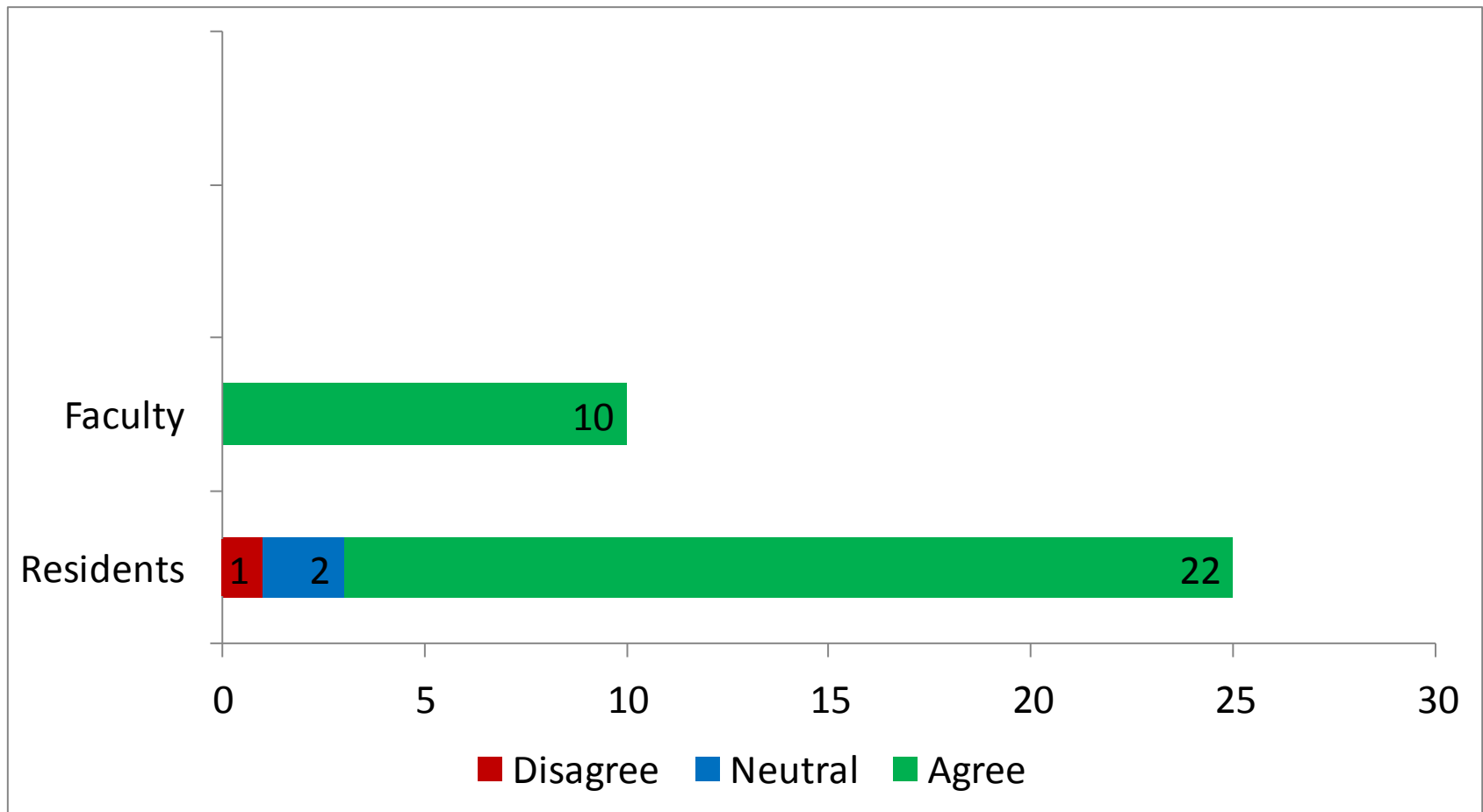
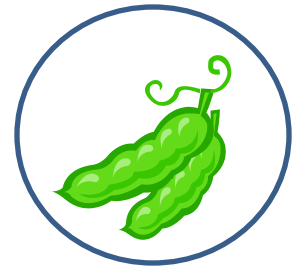
They felt PODs was an effective format for addressing psychosocial issues (100%). They observed residents bonding with each other (100%) and senior residents informally mentoring junior residents (90%).

Ninety percent were very or extremely satisfied with the experience of being a facilitator.

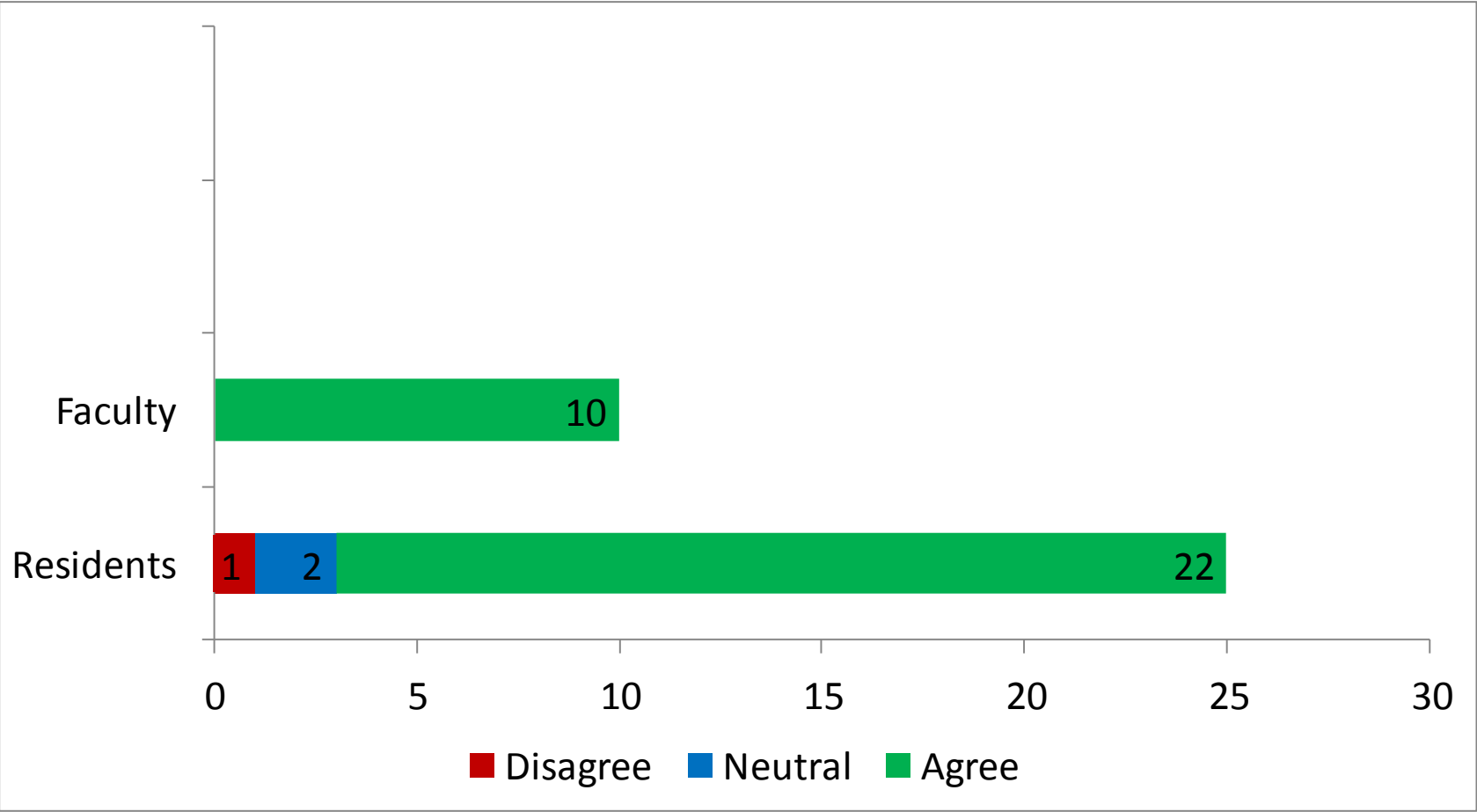
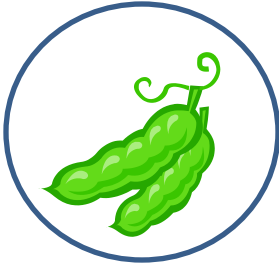
Overall, how would you rate the POD experience?



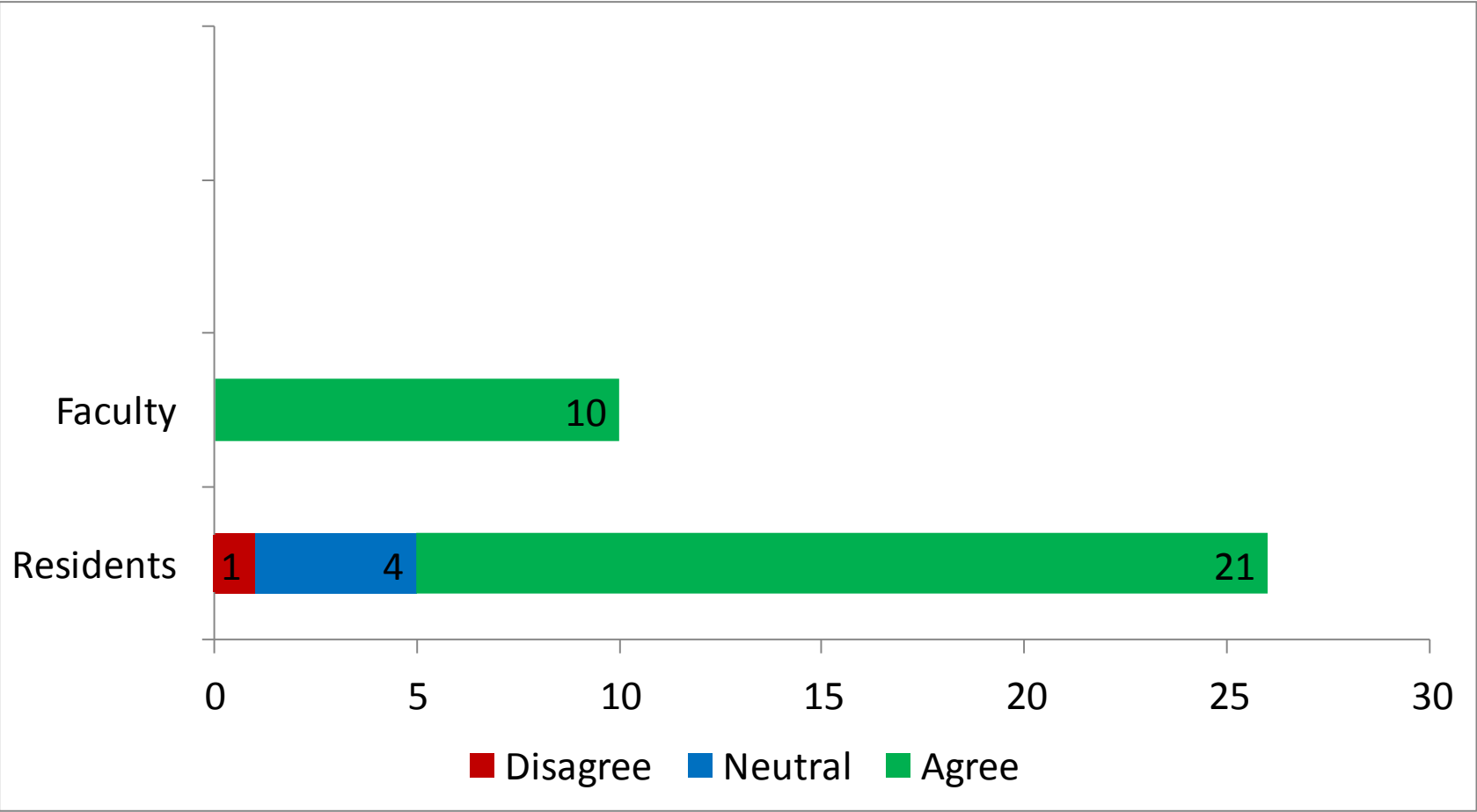
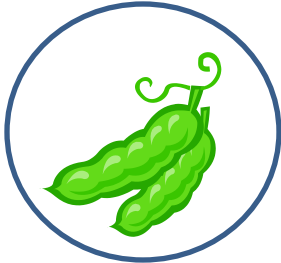
PODs encouraged active participation



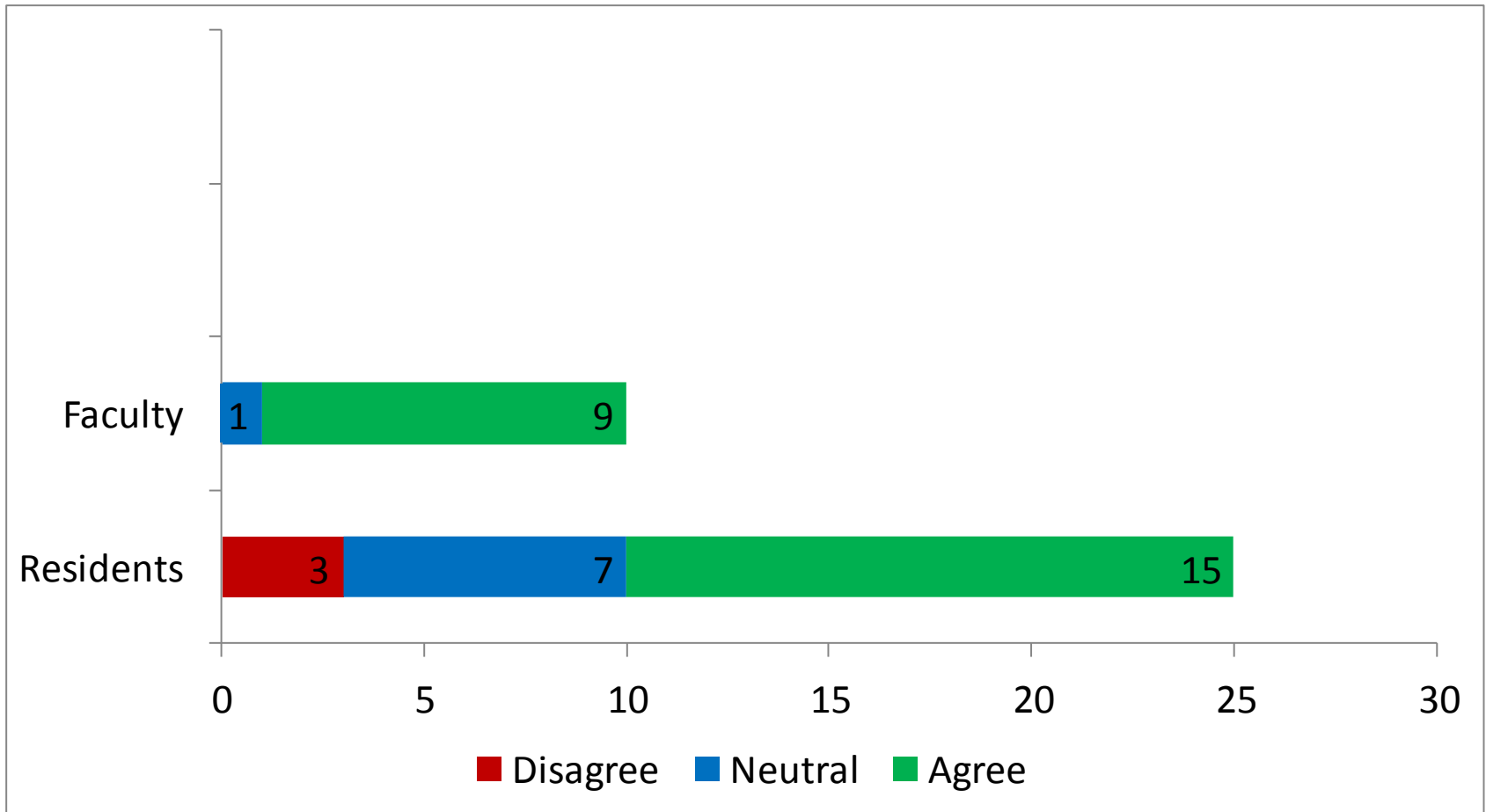
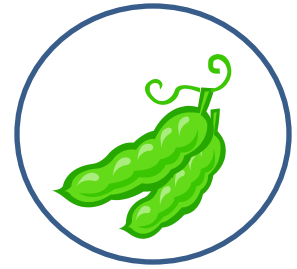
PODs helped with learning about psychosocial issues

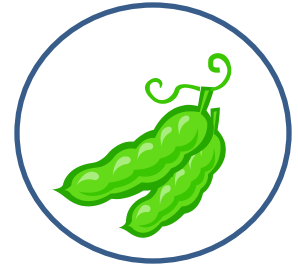


PODs promoted group bonding



Senior residents mentored juniors during PODs

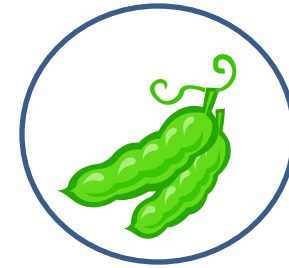




Results:

The residents indicated that PODs addressed unique curricular issues not covered in other forums (88%) and provided them with information they will need after residency (80%).

Residents felt PODs was better than the traditional large group morning report in promoting bonding with fellow residents (76%), encouraging active participation (88%), allowing close work with a faculty member other than their mentor (72%).



Residents:

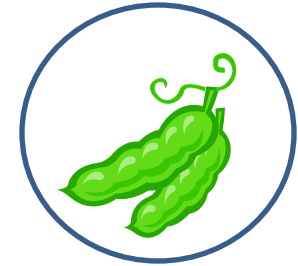
PODs is better for:

- 🍓 Addressing issues related to my career 80%
- 🍓 Learning about parent's perspective 84%
- 🍓 Improving professionalism 84%

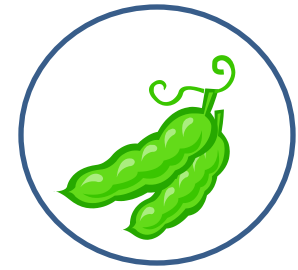
- 🍓 Improving communication skills 64%
- 🍓 Improving knowledge of systems based 64%

- 🍓 Keeping up with current literature 44%
- 🍓 Improving medical knowledge 40%

Residents: PODs is better for



Resident comments



“Good case scenarios, practical, learned new things”

“Place where you can speak your mind, experience sharing”

“Learned many things I didn’t learn through rotations”

“Friendship, small groups, communication with attendings”

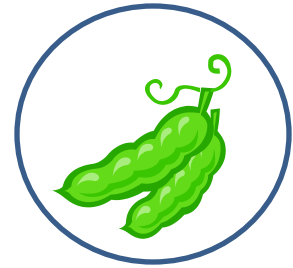
“Relevant topics for future practice”

“Get to hear experiences of attendings and learn from mistakes”

“Teaching other aspects of being a good clinician”

“Preparing residents for the future”

“The only time during the week that I’m not scared”



Conclusion:

PODs was well accepted by residents and faculty.

Residents reported that PODs addressed unique issues relevant to their individual future careers.



Faculty feedback:

More group specific curriculum

Flexibility for the group to determine curriculum

Would be interested in mentoring a member of their POD

Resident suggestions:

Residents to suggest/direct sessions

Invite other health care professionals

More discussion of life after residency