Resident Education: Redesigning Teaching Rounds

The 2014-2015 Annual Program Evaluation highlighted that 42% of our residents felt teaching rounds were below expectations. Teaching rounds often had sub-optimal attendance from both faculty and residents. Conferences were perceived as unorganized and of little value to resident training. My goal during chief year was to provide residents with educational topics that were both pertinent to board preparation and clinical experiences in hope to increase overall value. Following the motto “Build it, and they will come,” I created monthly assigned schedules and increased variability within conferences. Formalized conferences include quarterly radiology and toxicology rounds, monthly lectures with a fellow and game day, to name a few. Two to three case reports per month are assigned to residents on electives, rather than self-assigned by members of the inpatient team as previously done. At the conclusion of each case presentation residents are expected to provide one teaching point to the audience. Teaching points include board review questions or review articles in association with American Board of Pediatric content specifications. A survey of the new format was sent out to the residents six months after institution of the new format. With fifty percent of residents responding, results showed 72 percent like the new format and 68 percent believe formalizing noon conference has been a more valuable use of their time.