

CONFERENCE REBOOT:

The nitty gritty of getting the best out of your didactics

Katja Goldflam, Yale University

Patrick Lank, Northwestern

The Basics

RRC requirements:

- 5 hours of planned didactic experiences
- Individualized interactive instruction must not exceed 20% of didactics
- Each core faculty member must attend at least 20% of didactics
- Faculty must present at least 50% of didactics
- Residents must participate in at least 70% of didactics

Consider the Model of Clinical Practice of EM as a foundation for your curriculum

Reboot

Relevance is key:

PGY-level appropriate teaching makes for happy residents

Balance the core curriculum vs. more advanced topics

Keep it interactive and evidence based

Monitor the quality and relevance of any off-service lecturers

Making the small group format work for you:

Consider your resources: room space, faculty availability

Topics should be short and to the point

Keep it interactive and conducive to discussion

A bit more management intensive, someone needs to rotate (the proverbial herding of cats)

Wrangling the faculty:

Conference participation is an RRC requirement

Core faculty should have a designated number of hours

Motivating and incentivizing helps, playing to strengths of each faculty member

Ideas & Innovations

Resident driven didactics:

Keep it educational for the resident lecturer

Use it as a springboard for national presentations

Build in curriculum flexibility to allow for resident-designed concepts

Areas of Concentration:

Residents select an area at the end of intern year

Creates a niche for residents (and their CVs)

An opportunity for residents to shape their own education and teach in their field

The once a year full-day AOC allows for time outside the classroom

Podcast Club:

A springboard for teaching research methods

An alternative or complement to Journal Club

Make sure to keep it evidence based rather than anecdotal

Admin/operations time:

Allows residents to feel heard when there are issues

Operations faculty can discuss changes and concerns in the ED

Achieves resident buy-in for changes when the background is understood

Consider coding, billing and documentation lectures to prepare of post-residency

Best Practices

- Keep it learner-centered
- Be adaptable
- Gear didactics towards resident professional development

For questions please contact katja.goldflam@yale.edu