



Improving Resident Education by Increasing Use of Virtual Didactics

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Department Need and Background

Department Need: Asses the acceptance of incorporating new teaching methods to improve the educational quality and experience.

Background: In order to provide our residents and faculty with the tools needed to thrive as teachers, students and healthcare providers, it's our duty to integrate new tools for every participant in order to extract their full potential. However, our state university faces a set of budgetary challenges that directly impacts the Department's ability to continue recruiting new faculty that can fill gaps in evolving areas of our specialty. This has led to the hiring of part-time faculty that has a somewhat limited exposure to our residents, both in clinics and during didactics. The topic was recently discussed during our internal annual program evaluation, were residents highlighted their desire for greater exposure to our faculty during their didactics. During the past few months, the use of virtual didactics has allowed both residents and faculty increased participation in the educational program, without having to be on-site. Implementing this teaching tool, also allows for greater participation by faculty from other specialties, thus enriching their educational experience.

Intervention

- Incorporate and formalize into the regular didactic schedule the use of virtual didactics. These didactics would feature residents, faculty from our program, other academic institutions, colleagues from other specialties and physiatrists from the community with expertise on different topics. This will require an optimal virtual meeting or didactic platform and determining the best time to schedule those educational experiences.

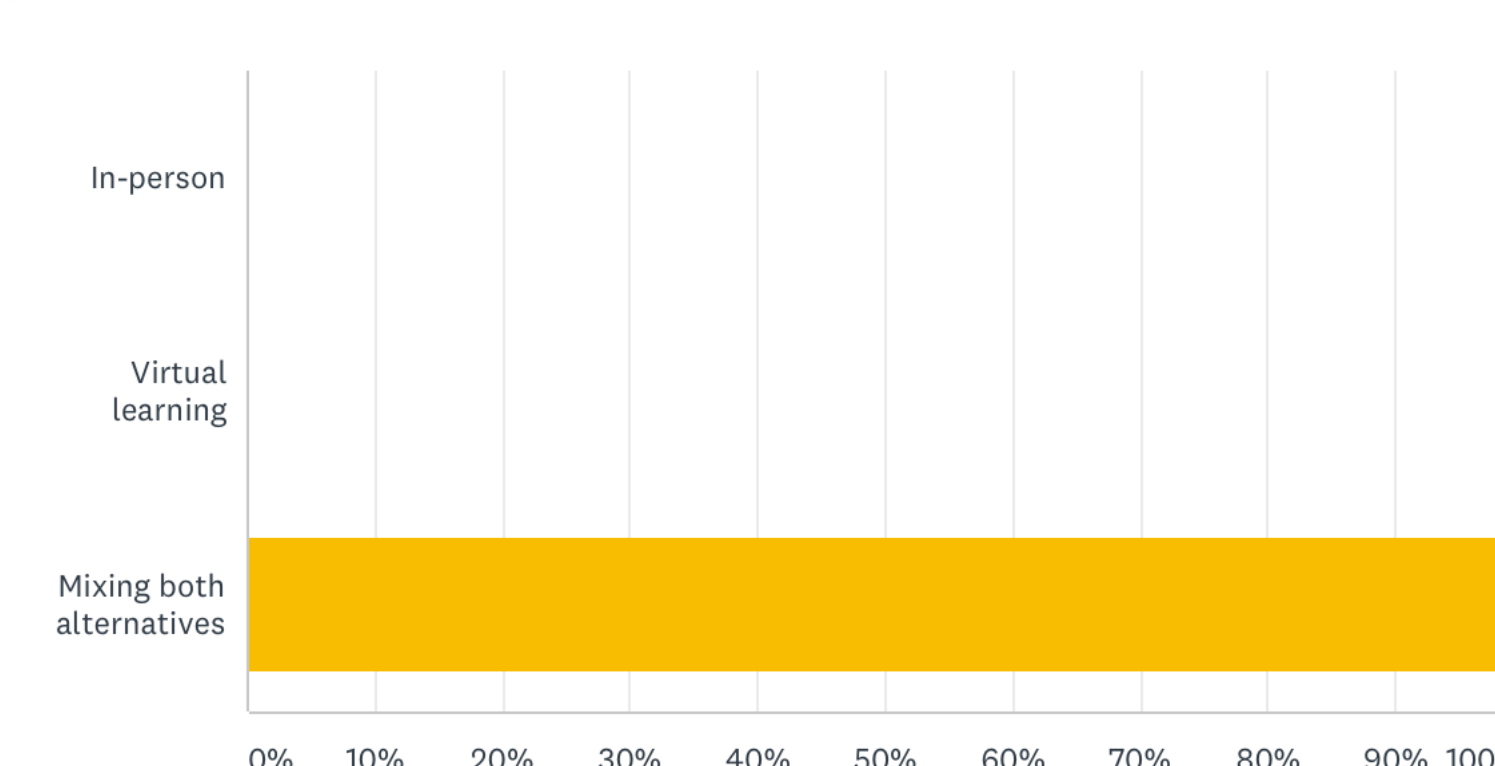
METHODS

- Asses via survey whether the residents and faculty believe the incorporation of virtual didactics has proved to be a positive influence in the quality and convenience of the educational program.

RESULTS

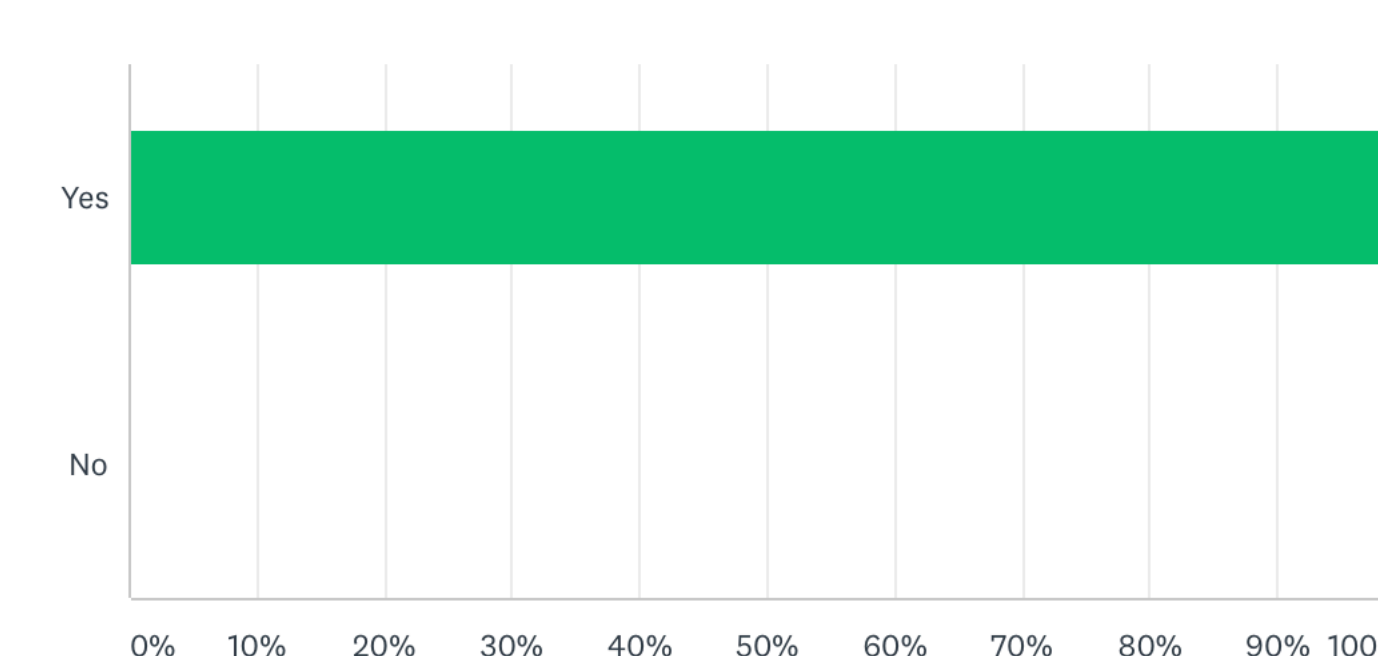
What is your preferred method of attending didactics:

Answered: 14 Skipped: 0



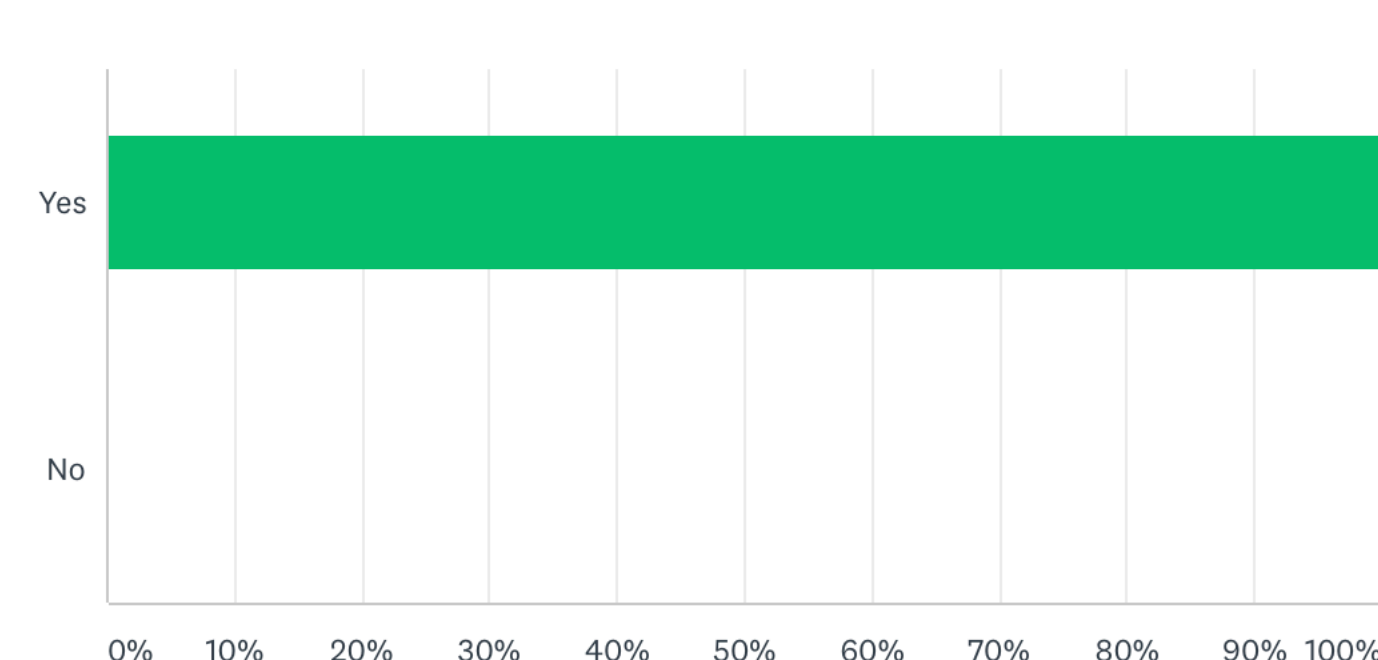
Incorporating virtual didactics has improved the participation of faculty:

Answered: 14 Skipped: 0



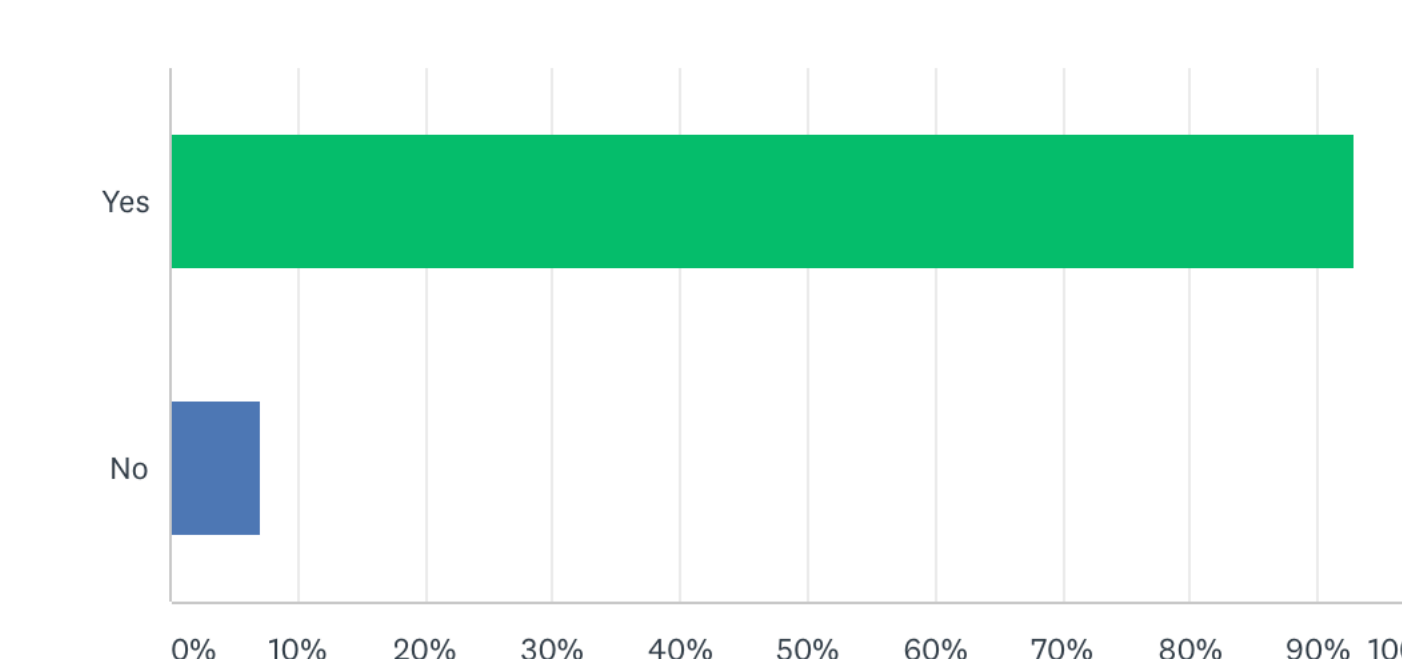
Incorporating virtual didactics has improved the capacity to bring speakers from outside of the department:

Answered: 14 Skipped: 0



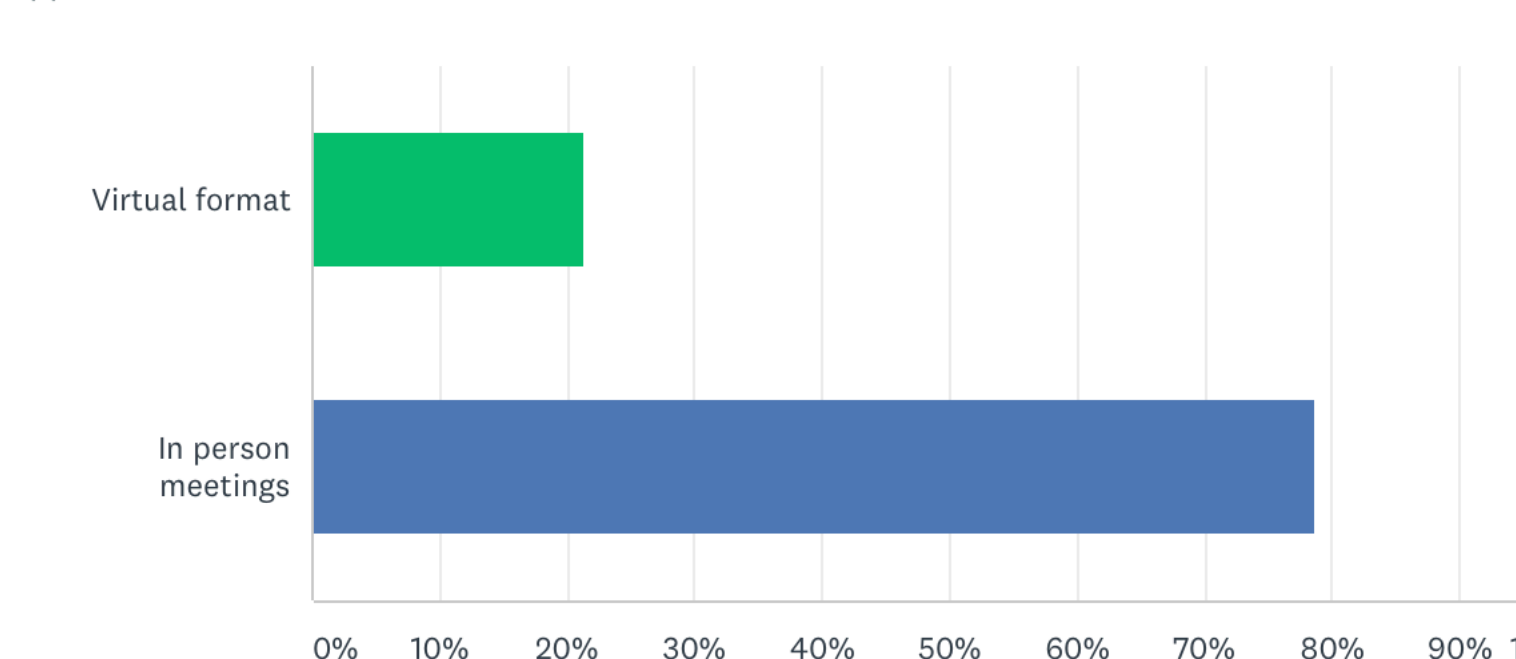
Incorporating virtual didactics has expanded the breadth of topics discussed:

Answered: 14 Skipped: 0



Do you feel more comfortable asking questions or providing input in:

Answered: 14 Skipped: 0



Conclusion

- Incorporating virtual didactics has improved attending participation
- Virtual format allows for more external subject-matter experts, and a broader variety of topics
- Virtual format should include friendlier ways for resident and attending physician's participation
- In-person didactics are still vital for hands-on workshops and relationship-building when public health measures allow it