A CASE-BASED METHOD FOR NEW RESIDENT ORIENTATION
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On-boarding new residents at the beginning of the academic year requires orientation to a wide variety of 1) general employment, 2) accreditation-related and 3) specialty-specific educational program policies and procedures.

Due to the volume of information to be presented and the abstract nature absent relevant context (residents are unsure how content may apply to them personally) this material is often dull and less than enthusiastically received by residents.

Furthermore, retention and application of the material when needed at later dates is often suboptimal.

Sample Materials
Pre- and Post-Test questions were identical. Residents responded to each statement by selecting one of five options ranging from Strongly Disagree to Strongly Agree.

Residents demonstrated marked increase in their understanding of the various policy and procedure topics, as evidenced by comparison of pre- and post-test responses.

The Question-and-Answer conclusion to the workshop resulted in a much more robust discussion of topics and further potential application scenarios generated by residents than seen in previous years with the more traditional didactic review of policies and procedures.

The workshop concluded with residents re-convened in the large group for a lively Question & Answer session.

Setting & Problem

INTERVENTION

Selected policies and procedures were identified for inclusion in an interactive, case-based workshop. Topics included:

1. Competencies & Milestones
2. Point-of-care learning resources
3. Supervision policy
4. Change in patient status policy
5. Duty hour rules
6. Vacation policy
7. Sick leave policy
8. Academic deficiency
9. Disciplinary actions
10. Physician Wellness/Loss of Privileges
11. Impaired Physician
12. Hostile Work Environment

Hypothetical but realistic “cases” were created for each topic area, with one to three discussion questions per case.

Stations were created for each case around the conference room, with each case assigned a particular space. Case folders were created and identified by suit on the Rules/Order of Play instructions posted on the front of each folder. Case folders were distributed across table groupings in the conference room.

Residents can be assigned to small groups by distributing one playing card to each resident.

The interactive activity is conducted as defined in the Rules/Order of Play.

Rules/Order of Play:

Find the group table that matches the suit of the card you drew. Complete the pre-test.

Each group table contains a file folder with several cases to solve. Solve the cases assigned to your group. Write in the answers to the questions posed (legibly please).

Next, locate a ‘gallery space’ and post your cases with the answers.

When you’ve collected a sticker from each case, return to your seat.

Dr. Nash and GME staff will lead a group de-brief and answer remaining questions.

Complete your post-test and then bring your a) exit ticket, b) signed House Staff Manual receipt and c) post-test to Dr. Nash.

Case Example

Download the workshop materials to implement at your institution:

Outcomes

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Summary

Presentation of policies and procedures during orientation for new residents can be effectively delivered in a case-based, interactive format.

This format leads to greater engagement with the content by residents. Self-evaluation by residents indicates improved understanding of the materials.

Further study should measure residents’ retention and ability to reference/apply over time.