

Gender Differences in Emergency Medicine Resident Self-Assessment of Clinical Teaching

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Gender Differences in Emergency Medicine Resident Self-Assessment of Clinical Teaching

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OBJECTIVE:

We sought to determine if there were gender differences in self-perception of residents as teachers.

METHODS:

A prospective, survey-based study was implemented at an emergency medicine residency in Pennsylvania, USA. On each shift where there was a senior resident, working with a fourth year medical student or physician assistant student, the resident self-assessed their performance in four categories: didactic, clinical, approachable and helpful; the students also assessed the residents in these categories.

RESULTS:

Thirty-seven residents completed the assessments during the academic year; 11 (29.7%) were female and average age was 31.8 years. Analysis examined by gender of resident self-assessment showed gender differences between the residents (*Table 1*). Sixty-two students assessed the residents; 32 (52%) were female. Aggregate student assessment of the resident teaching skills by resident gender did not reveal gender differences (*Table 1*).

Table 1. Comparison Between Resident Male and Female Self-Assessments and Student Assessment of Male and Female Resident Teaching Skills

Average Scores of Resident Male vs Resident Female Self-Assessment			
Parameter	Male	Female	p-value
Didactic	3.58	3.18	0.071
Clinical	3.62	3.18	0.030
Approachable	3.85	3.55	0.227
Helpful	3.77	3.36	0.057
Average Scores of Student Assessment of Male vs Female Resident Teaching Skill			
Parameter	Male	Female	p-value
Didactic	4.50	4.18	0.143
Clinical	4.50	4.36	0.465
Approachable	4.69	4.73	0.850
Helpful	4.96	4.82	0.160

(Unacceptable =1, Below Average =2, Average =3, Above Average =4, Outstanding =5)

CONCLUSIONS:

These findings suggest that male residents had an overall more favorable impression of their teaching abilities than females. In comparison, women were statistically more likely than men to underrate themselves. These self-assessed gender differences of teaching quality were not noted by the learners.



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