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Emergency Medicine Residents as Teachers

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**Background:**
Resident physicians play an integral role in educating junior residents, medical students and patients.

**Objectives:**
We set out to determine how Emergency Medicine (EM) residents describe their training, proficiency and comfort level in teaching before and after receiving instruction in clinical teaching.

**Methods:**
EM residents were surveyed that are part of a health care network with an Emergency Department (ED) census of 105,000 across two suburban teaching sites. EM residents filled out a 12-question survey prior to a mandatory educational session. Subsequently they participated in a two-hour instructional module introducing adult learning principles, methods of clinical teaching and understanding how to give effective feedback. Afterward, they completed an 11-question evaluation.

**Results:**
Thirty-seven EM residents completed the pre and 33 the post-education survey. One-hundred percent (37/37) of residents acknowledged having a medical student work with them during shifts each month in the ED. The majority of residents (76%; 28/37) estimated spending more than 10 minutes but less than 60 minutes teaching a student or junior resident on a clinical shift. Pre-education 62% (23/37) identified their proficiency as a teacher and ability to give feedback as that of a novice or beginner. Thirty-eight percent (14/37) felt competent or proficient as teachers. Seventy percent (28/37) reported never having received instruction in clinical teaching during residency and 89% (33/37) had an interest in learning these skills. After education, 85% (28/33) described the teaching module as very helpful to their training and 100% (33/33) reported feeling more prepared to teach in the ED. Seventy-nine percent (26/33) stated they were very likely to teach students more often and 100% (33/33) reported a better understanding of how to give effective feedback.

**Conclusion:**
The majority of EM residents surveyed expressed an interest in participating in programs that give them skills to be a better teacher in the ED, and felt that completing the training was helpful to their EM education. After training, EM residents in this cohort felt more prepared and reported they were more likely to teach in the ED. These findings would suggest that a standardized training program specific to EM residents as educators would be well received if developed.