

Introduction

The traditional 24-hour call model for Canadian trainees has come under scrutiny in recent years.

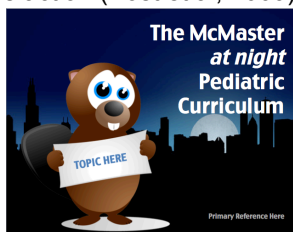
As programs seek to improve patient safety and learner wellbeing, alternative models of call have proliferated across the country.

The McMaster Pediatric program has successfully developed and refined a system of night float, which, rather than limiting learning time, has presented new opportunities to deliver curriculum afterhours.

The Mac at Night curriculum has the potential to benefit both junior and senior trainees.

Studies have shown that residents served as medical students' primary teachers for practical clinical skills, and approximately one third of a medical student's knowledge was directly attributable to residents (Post et al, 2009).

Senior residents benefit from teaching junior learners as it has been shown to lead to better knowledge acquisition, and it leads to improved job satisfaction (Post et al, 2009)



Intervention

The McMaster at Night curriculum is a series of 30-minute lectures on general pediatric topics designed to help learners develop core knowledge and prepare for patient encounters.

The lectures are derived from current literature, with information useful to clerks, off-service and pediatric residents.

Senior resident on their teaching block are required to create or update existing presentations.

After patient care responsibilities are met, senior residents gather the team for teaching, and learners can select topics from a database available. This gives the senior resident the opportunity to practice formal teaching skills.

Junior learners can also work through cases, which are also interspersed with multiple choice and short answer questions in the format of certification and licensing exams.

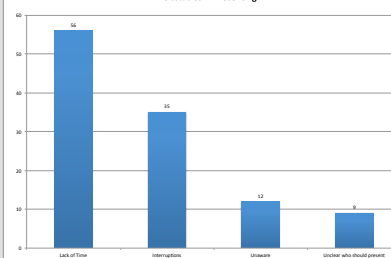
Evaluation

Knowing About the Curriculum

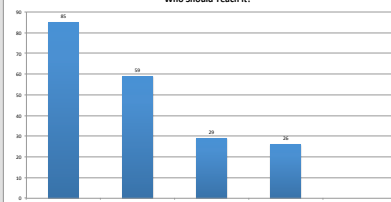
- 68% responded to survey.
- 88% had heard about the curriculum.
- 74% had participated in it either giving or getting a presentation.
- 85% felt it would benefit trainees.

1. Post, R E. Quattlebaum, RG. Benich, JJ 3rd. Resident as teacher curricula: a critical review. Academic Medicine. 84(3):374-80, 2009 Mar.

Obstacles in Presenting



Who Should Teach It?



Discussion

While the majority of Pediatric residents supported the Mac at Night curriculum, factors limiting participation included lack of time on call, interruptions during teaching sessions, and uncertainty regarding whose role it was to teach the presentations.

Several senior residents commented that often the cases were not applicable to the patients encountered on call. Many senior residents preferred to teach around cases, which resulted in them not using the pre-made presentations.

New topics are being added to the curriculum on a monthly basis, with the goal of creating a large and diverse resource that can be used by pediatric trainees at all levels.

Emerging recommendations and regulations pertaining to work hours mean that each program must maximize limited call time. After service needs are met, there are opportunities to successfully incorporate dedicated learning time afterhours.