Emerging Leaders in Academic Medicine: The Resident Experience

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Introduction

• Nearly all physicians take on leadership roles
• Few residency programs provide leadership training
• Residents often feel inadequate to meet leadership expectations after the transition to practice
• Recognizing this training gap, we collaborated with our department of Continuing Professional Development to adapt their faculty focused curriculum, “Emerging Leaders in Academic Medicine (ELAM)” for delivery to interested residents.
Purpose

• To determine if an online leadership program could improve residents' perception of their leadership skills
ELAM – R program

• 8 week, online, asynchronous
• Orientation webinar and closing webinar
• 6 modules
  • Understand and refining your leadership style
  • Collaboration, collegiality and productive conflict
  • Serving on committees and chairing meetings
  • Fostering resiliency in residency
  • Goal setting and time management
  • Mentoring and coaching
Course requirements

• Each module consists of readings from journals and book chapters, videos and e-lectures

• Participants required to access each component of the module and contribute to discussion board

• Discussion boards pose stimulating questions to which residents reflect and share their thoughts and experiences

• The weekly discussion boards facilitated by experienced faculty leaders
Methods

• Program offered to all current residents at Dalhousie via email notification (program capped at 30 participants)

• Two surveys were developed:
  • Pre-program survey to assess residents perception of leadership in their residency program
  • Post-program survey to assess the perceived impact of the program on their leadership skills
  • Obtained quantitative and qualitative data points
  • Qualitative data evaluated by 3 independent reviewers and consensus ‘themes’ reported
Results

- Email sent to 529 residents
- 70 asked to participate in first hour!
- 30 residents selected with attempt to represent as many programs as possible (21 programs)
- 24 completed the program (16 programs)
  - Pgy 2 - 6
- 2 dropped out after first week
- 4 did not complete entire program
Pre-program survey results

• 9/30 completed pre survey
• 9/9 (100%) respondents rated leadership as either ‘important’ or ‘very important’ in their residency training
• 8/9 (89%) respondents reported ‘far too little’ or ‘somewhat too little’ leadership training in their residency program
• 9/9 (100%) identified themselves as a leader ‘most of the time’ or ‘some of the time’
• 7/9 (78%) identified themselves as ‘leaders of a clinical team’
• 8/9 (89%) identified themselves as ‘leaders on committees’
### Topics of interest

<table>
<thead>
<tr>
<th>Topics</th>
<th>Number of residents</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>7</td>
<td>77.8</td>
</tr>
<tr>
<td>Professionalism</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Working with clerical staff</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Serving on committees</td>
<td>8</td>
<td>88.9</td>
</tr>
<tr>
<td>Understanding your leadership style</td>
<td>7</td>
<td>77.8</td>
</tr>
<tr>
<td>Situational leadership</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td>Patient safety</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Resident wellness</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Mentorship and coaching</td>
<td>8</td>
<td>88.9</td>
</tr>
<tr>
<td>Managing conflict</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Change management</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Fundamentals of teaching and learning</td>
<td>4</td>
<td>44.4</td>
</tr>
</tbody>
</table>
What do residents want to learn from the program?

• **Themes:**
  
  • 1. Develop a better understanding of their leadership style
  • 2. Tips on how to manage conflict
  • 3. Practical tips for leading clinical teams
  • 4. Tips on time management
Post program survey results

• 17/24 completed post survey (11 programs)
• Pgy 2 – 6
• 17/17 (100%) felt that leadership training was either important (18%) or very important (82%)
• 216 posts generated in the discussion board
Perceived knowledge gain

“How would you describe your current understanding of the following leadership topics”

<table>
<thead>
<tr>
<th>Item</th>
<th>Pre (N=9)</th>
<th>Post (N=17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>3.78 (.44)</td>
<td>4.06 (.57)</td>
</tr>
<tr>
<td>Leadership styles</td>
<td>2.67 (.71)</td>
<td>3.94 (.56)</td>
</tr>
<tr>
<td>Productive Conflict</td>
<td>3.00 (.71)</td>
<td>4.18 (.39)</td>
</tr>
<tr>
<td>Difficult conversations</td>
<td>3.11 (.60)</td>
<td>4.29 (.59)</td>
</tr>
<tr>
<td>Committee</td>
<td>3.00 (1.00)</td>
<td>4.29 (.47)</td>
</tr>
<tr>
<td>Coach/mentor</td>
<td>3.56 (.53)</td>
<td>4.35 (.79)</td>
</tr>
<tr>
<td>Resident wellness</td>
<td>4.67 (.71)</td>
<td>4.71 (.47)</td>
</tr>
</tbody>
</table>

5 point Likert type scale: Very poor (1) to Very good (5)
Qualitative feedback

• **Themes:**
  • 1. Respondents liked the online format and asynchronous design
  • 2. Discussion boards were highly valuable and enhanced the learning experience
  • 3. Topics chosen were ideal for residents
  • 4. Respondents liked the multimedia content
  • 5. Residents highly recommend this program to future resident cohorts
Suggestions to improve the program

• **Themes:**

  • 1. Increase the discussion on the discussion boards
  • 2. Add ‘take home’ points for each of the modules
  • 3. Consider a longitudinal program
Conclusions

• Leadership education was considered important and there was a perceived lack of leadership training in residency programs at Dalhousie.

• The ELAM-R program was well received and improved participants knowledge of leadership topics in the program.

• Residents particularly enjoy the discussion boards as a means for sharing ideas with their peers and may be a valuable means to increase interactive learning in an online education platform.
Acknowledgements

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