32 Identification of Professionalism through a Values Based Interview

Thaxton R, von Schweinitz B / San Antonio Uniform Services Health Education Consortium, Fort Sam Houston, TX

Background: Literature has proposed a link between professionalism and success in graduate medical education. However, it is unknown how to identify residents, during the interview process, which would be at an increased risk for disciplinary actions related to professionalism. Previously, we presented an interviewing technique that could potentially identify residents at having a higher probability for residency disciplinary actions in the professionalism competencies.

Objective: This is a continuation of our previous study and the results of the changes instituted in the interviewing process.

Methods: A values-based interview was conducted on potential applicants looking at a resident’s values, personal beliefs, and motivations. Responses were divided into having either an internal/personal focus or an external/humanistic focus. We then followed the residents through the course of their training and compared their interview responses to the number of professionalism violations.

Results: The pilot study from 2006-2010 had 61 evaluations available for analysis with 11 residents having disciplinary actions. 9 (15%) had disciplinary actions related to professionalism. Of these, 8/9 (89%) had an internal focused interview. In 2010 we started to select a higher number of residents with a external focused interview.

Our current analysis (2010-2014) has 59 evaluations for available for review with 17 residents having disciplinary actions. Of these, 5 residents, all with internal focused interview had disciplinary action related to professionalism.

Conclusion: Personal professional values can be quantified indirectly via presence of disciplinary action in graduate medical education. Additionally, the use of a values-based interview can be used to predict a higher likelihood of having disciplinary actions in graduate medical education.

34 Implementation of a Senior Resident Directed Daily Oral Boards Teaching Case to Improve Junior Resident Education and Provide Structured Senior Resident Teaching

Welsh L, Wittels K, Aaroson E, Nadel E, Bhatia K / Brigham and Women’s Hospital, Boston, MA

Introduction: With increasing clinical demands, emergency medicine (EM) residency programs must find innovative ways to continue providing direct on-shift teaching. In addition to clinical education, residency programs must also prepare their graduates for the EM licensing exams, including the oral boards, which can be a source of anxiety for graduating residents.

Educational Objectives:
1. To familiarize residents with the oral boards format through a peer-led, daily teaching case
2. To improve the knowledge base of junior residents via case-based discussion
3. To cultivate the skills of senior residents as physician educators