

## **Better Together: Resident-Faculty Teams in Didactics**

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1. Background: how resident led lectures began at Yale
  - a. Residents wanting to get more involved in lectures-->Great catch/interesting cases and Resusc
  - b. Audience driven: they're the ones on the receiving end, so should be the ones driving the format and content
  - c. Developed "Resident Director of Education" to oversee these teams from resident side
    - i. Also helps determine topics for required PGY3/4 lectures
    - ii. Bonus is: something for their CV, helps develop future educational leaders
2. Great Catch
  - a. Counterbalances M&M negativity :(
  - b. Attendings or residents nominate cases to be presented by residents involved in the cases.
  - c. Interesting learning points discussed by residents
  - d. Gets even junior residents involved in teaching and sharing their experiences
3. RESUSC
  - a. Resident-led lectures on curriculum areas that they feel are insufficiently covered in our didactic curriculum
  - b. Often driven by specific cases/experiences/on-shift questions or recent new publications etc.
  - c. Gives residents the opportunity to be innovative with lecture format, incl. bringing in consultants, varying teaching styles, hands-on
  - d. Collaborative with pharmacists, nursing staff, care management
  - e. Overseen by Resident Director of Education, MedEd Fellow and Didactic Planner
4. Didactic Optimization Committee ("DOC")
  - a. Works with Residency leadership to discuss improvements to didactic curriculum including topics and format
  - b. Again: audience driven - beginning with the goal in mind, then designing didactics around it