

DEVELOPMENT OF A
FORMALIZED RESIDENT-
ATTENDING TEACHING
AND FEEDBACK
STRUCTURE TO IMPROVE
THE CROSS COVER
RESIDENT EXPERIENCE

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BACKGROUND



DUTY HOUR RESTRICTIONS
IMPLEMENTED

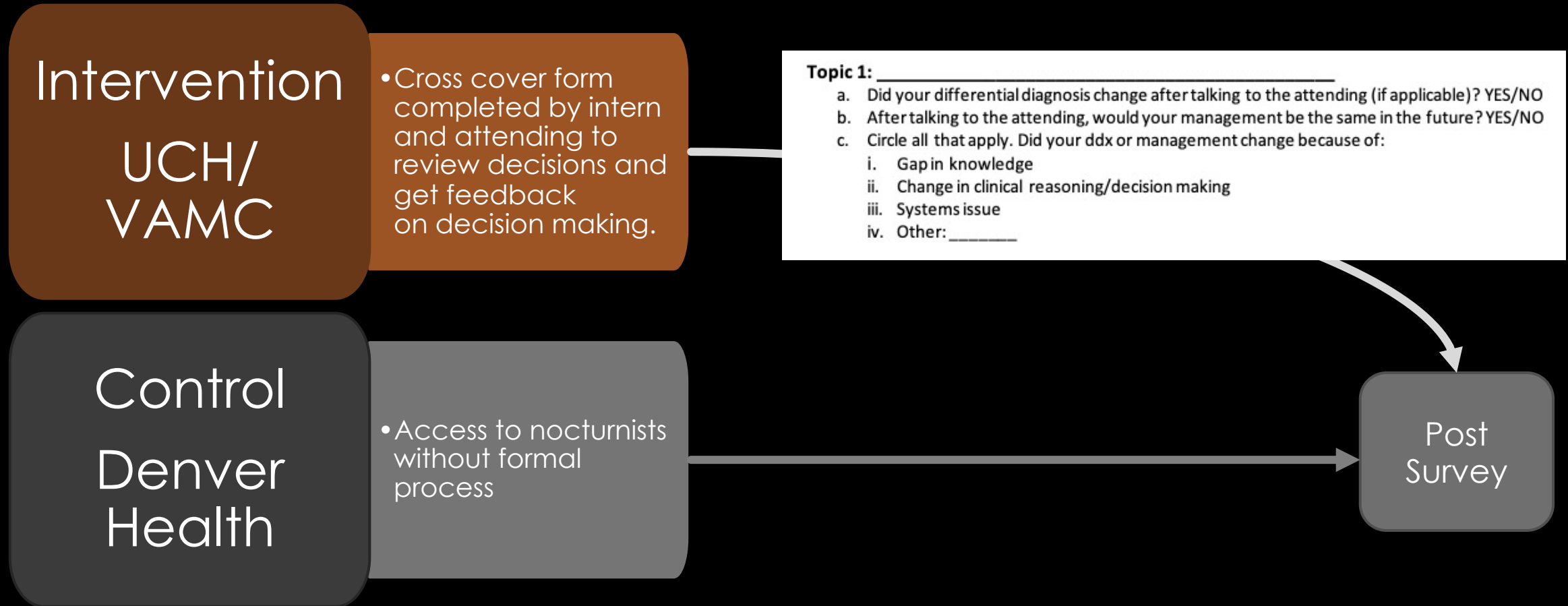


↑ NIGHT FLOAT AND
CROSS COVER TIME



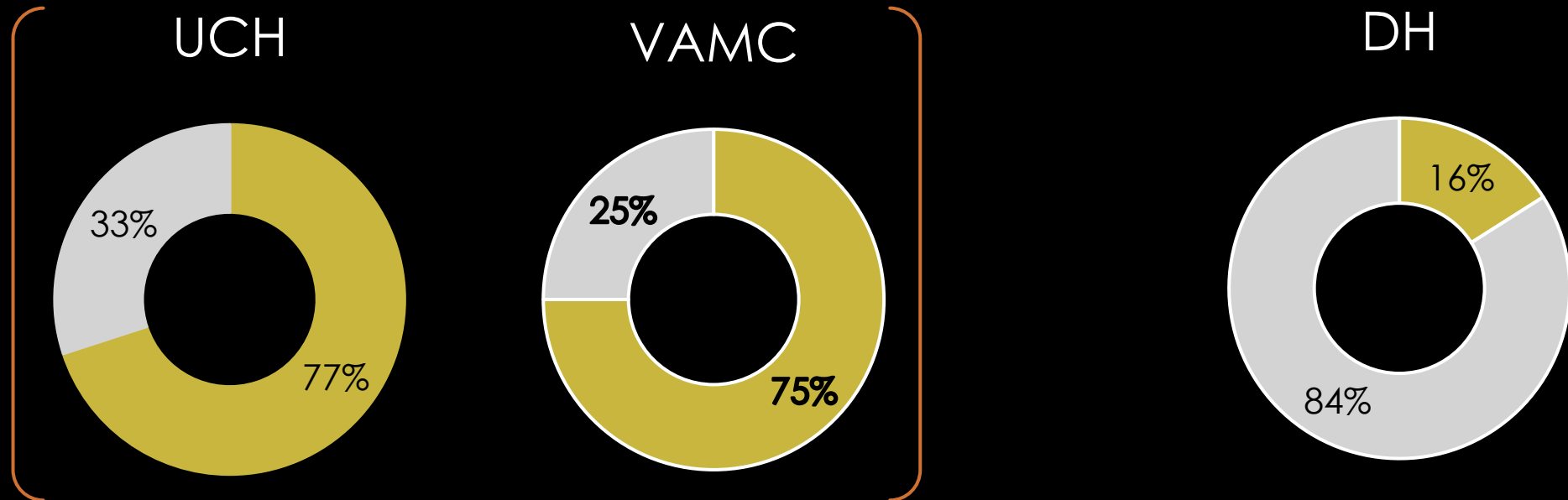
↓ EDUCATIONAL VALUE

PILOT STUDY DESIGN



RESULTS

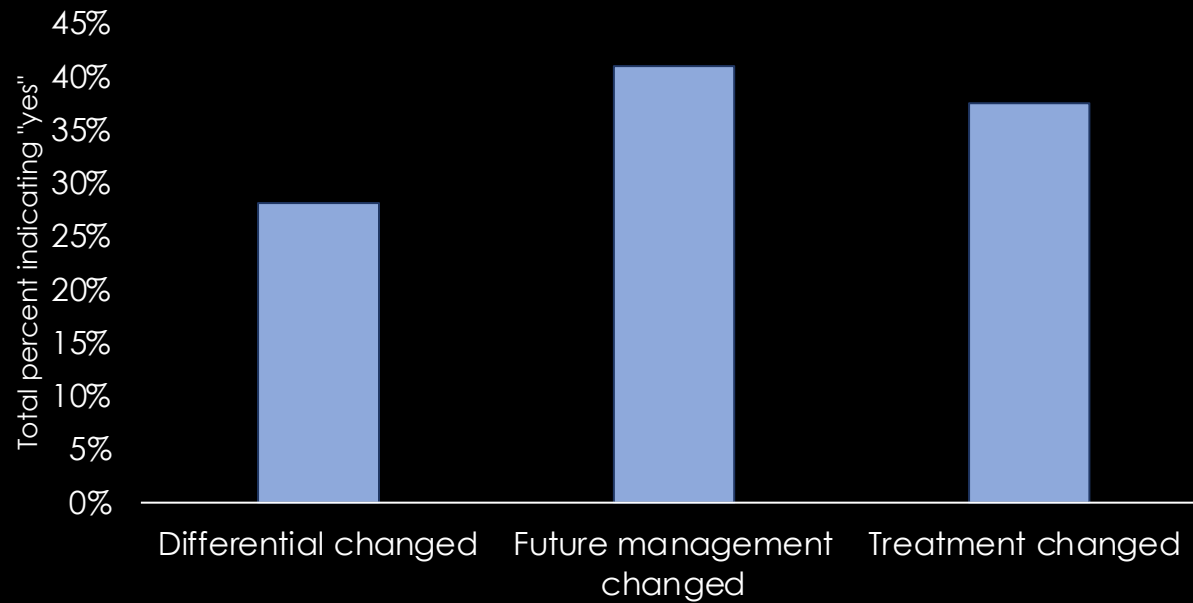
Intervention Sites



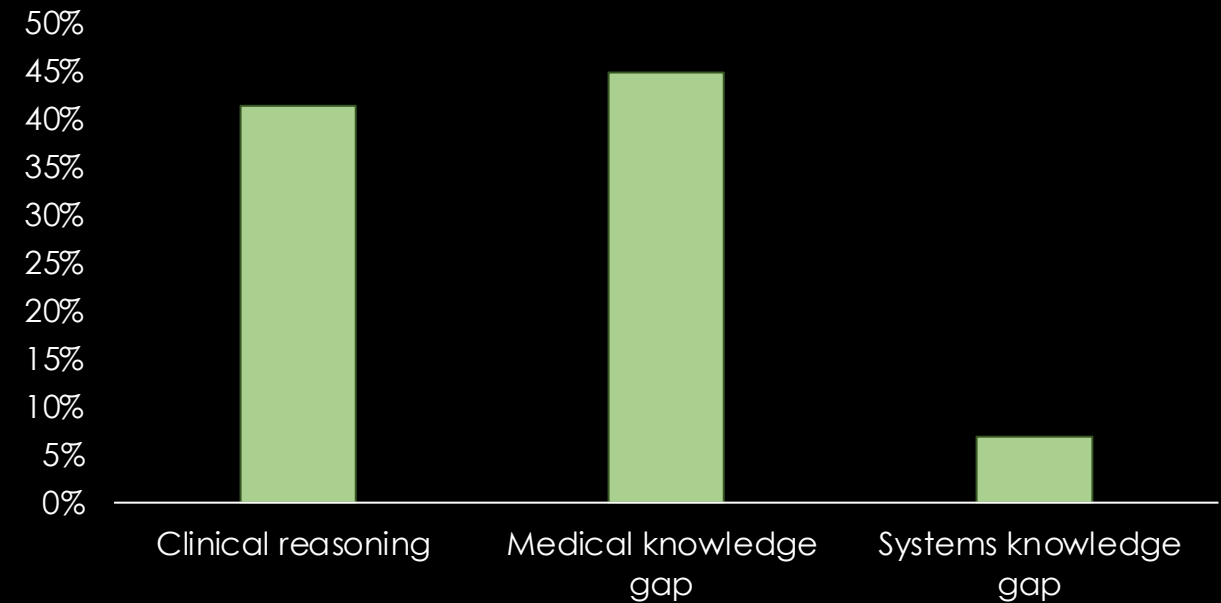
The intervention increased contact with nocturnists overnight. Only 16% of interns at DH spoke to a nocturnist overnight compared to 77% and 75% at UCH and VAMC, respectively.

RESULTS

Frequency of change to differential and management

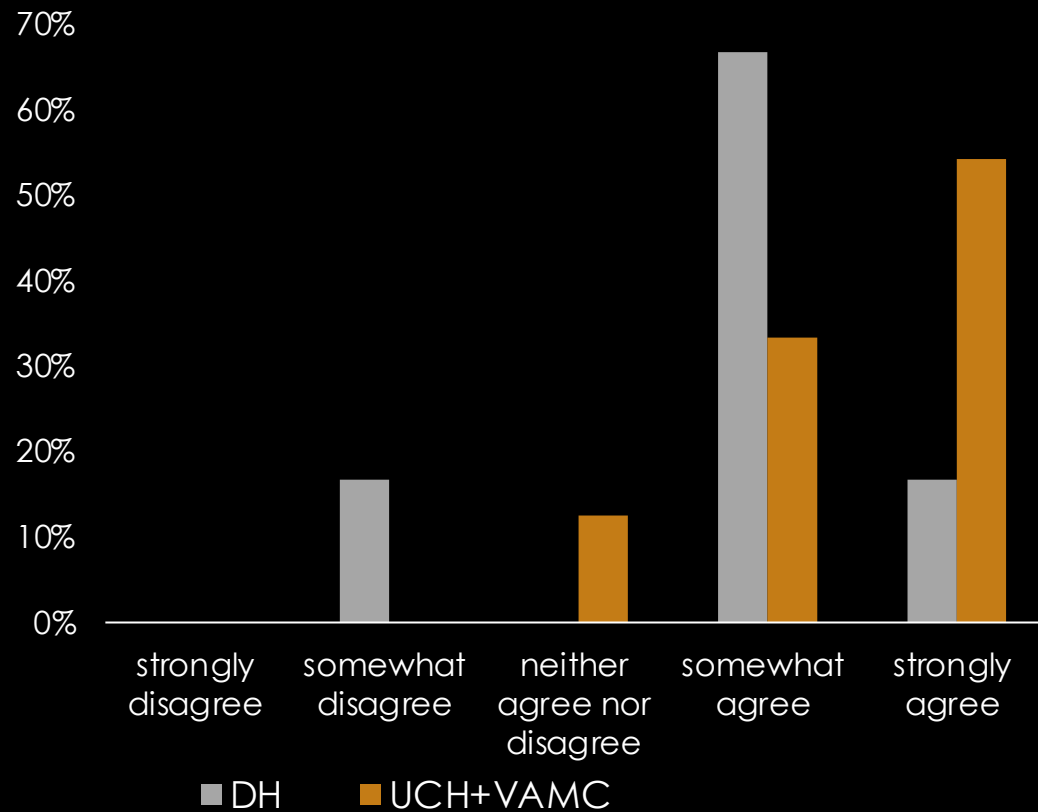


Reason for change in differential or management



RESULTS

Cross cover shifts are educational



Selected Intern Feedback:

"...increased comfort with medical decision making."

"Very much appreciate, allowed me to talk through my decision-making process which is not always the case on cross cover shifts."

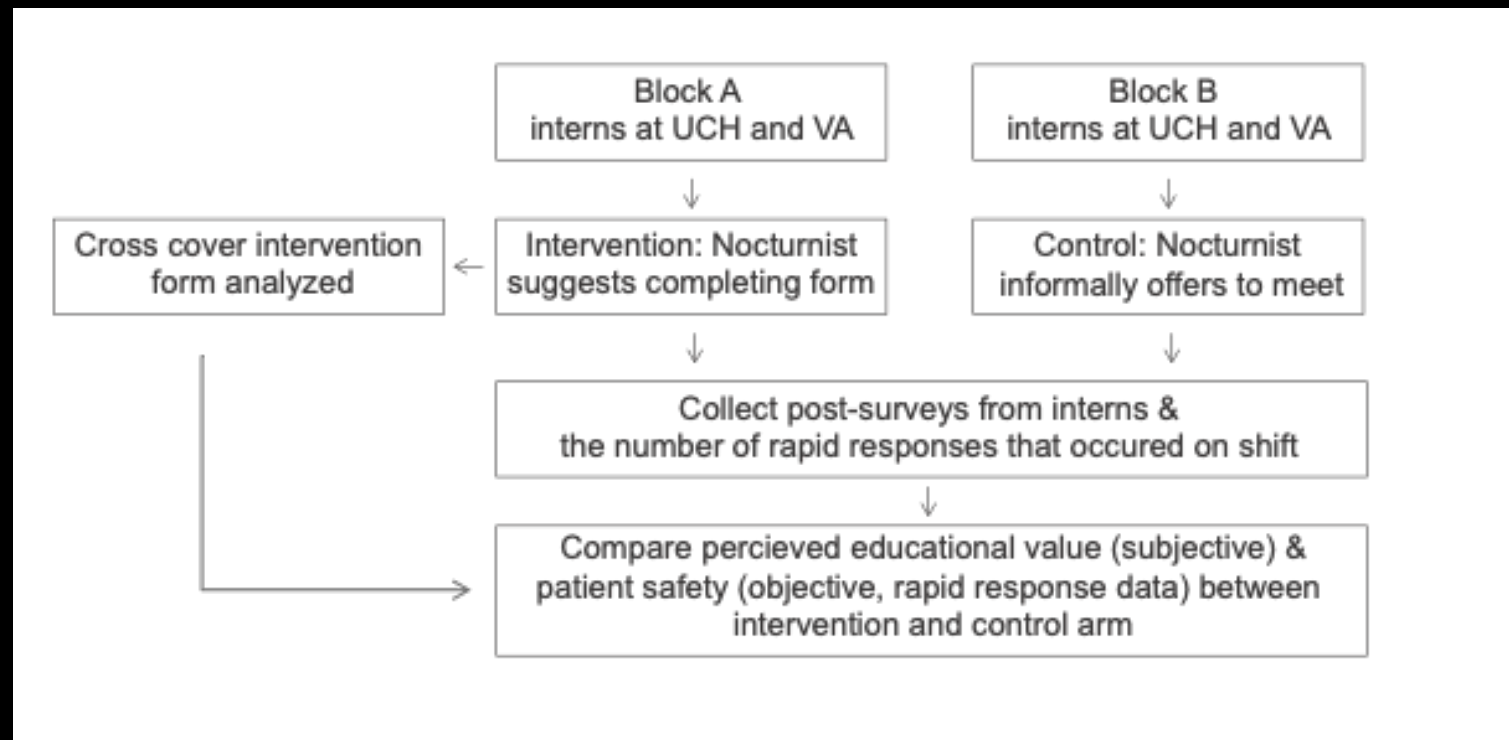
"...very helpful to go over management with attending at the end of the night"

CONCLUSIONS

A formal structure for intern-attending discussions on cross cover shifts increases both the perceived and real educational value of cross cover shifts.

Cross cover is an opportunity to support interns' clinical reasoning and medical knowledge leading to changes in patient care.

NEXT STEPS: ROBUST DESIGN TO ALLOW CONTROLLED COMPARISON OF INTERVENTION



NEXT STEPS

Stratify data by intern experience

Open-ended cross cover form

Semi-structured interviews with interns

Obtain rapid response data at UCH and VAMC

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QUESTIONS?