

Those Who Can, Do and They Teach Too: Faculty Clinical Productivity and Teaching

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Educational Question or Problem:

Does the quality of emergency physician bedside teaching of residents correlate with clinical productivity?

Secondarily, this study sought to explore strategies employed by high-performing faculty to optimize productivity and teaching quality.

Bottom Line

Yes. In this study, taking place in a high volume American adult, academic ED, higher teaching performance ratings from residents were correlated with a common American marker of clinical productivity (relative value units) amongst faculty emergency physicians. Qualitative results identified that high-performing faculty employed “teaching moments” and “clinical pearls” as effective teaching techniques.

DETAILS

FACULTY CLINICAL PRODUCTIVITY AND TEACHING

Reference

Hemphill R, Heavrin B. Those who can, do and they teach too: faculty clinical productivity and teaching. *West J Emerg Med* 2011;12(2):254–7.

Study Design

This is a mixed-methods study. Quantitative analysis of correlations and qualitative analysis of semi-structured interviews using grounded theory were performed.

Funding sources

None

Setting

Vanderbilt University Medical Center – large academic teaching hospital
Per author: Annual census = 60,000 patients, Daily volume = 150-200 patients

Level of Learning

UGME, PGME

Synopsis of Study

In this mixed-methods study, the authors explored the relationship between emergency physician (EP) productivity and their teaching performance. They conducted a correlation analysis of faculty productivity (as defined by relative value units), patient satisfaction and teaching performance. They determined that higher teaching performance ratings from residents correlated with higher average relative value units. There was no correlation between clinical productivity and patient satisfaction. To further explore strategies for balancing productivity and education, the authors applied a grounded theory approach to analyze transcripts of semi-structured interviews of the

highest performing EPs. They found that the use of “clinical pearls” and “teaching moments” were two common techniques used to provide effective on-shift teaching to learners.

Why is it relevant to Emergency Medicine Education?

In the context of emergency department overcrowding and the creation of national benchmarks for timely care, academic emergency physicians (EPs) are facing added pressures to increase their clinical productivity while preserving both patient satisfaction and their educational responsibilities to trainees. This study provides evidence that emergency physicians do not have to sacrifice teaching to maintain clinical productivity and identifies techniques to balance these two competing responsibilities. The reader should be wary of the differences between the study setting and their own local context when considering the generalizability of the results (e.g. differences in funding structure, patient volume, and resident training level).