



Stanford
M E D I C I N E

Radiology Resident Peer Learning Conference

Is there a role for peer learning in residency?
If so, how best to implement it?

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Agenda

- Current State of Peer Learning
- Stanford Resident Peer Learning Historical Context, Goals, Format, and Pictures
- Survey Results
- Summary and Discussion
- Future Endeavors



Current State of Peer Learning

- Peer learning, an alternative to peer review, focuses on learning from the errors of one another rather than how often errors are occurring^{1,2}
- From 2014-2018, several early adopters have reported measurable successes^{1,3,4}
- **Anonymous case submission, and centralized case collection and presentation were commonalities among these early adopters**

1) Chetlen AL et al. Collaborative Learning in Radiology: From Peer Review to Peer Learning and Peer Coaching. Acad Radiol. 2019 Oct 18.

2) Larson DB et al. Peer Feedback, Learning, and Improvement: Answering the Call of the Institute of Medicine Report on Diagnostic Error. Radiology. 2017 Apr;283(1):231-241.

3) Donnelly LF et al. Practical Suggestions on How to Move From Peer Review to Peer Learning. AJR Am J Roentgenol. 2018 Mar;210(3):578-582.

4) Sharpe RE Jr et al. Implementation of a Peer Learning Program Replacing Score-Based Peer Review in a Multispecialty Integrated Practice. AJR Am J Roentgenol. 2018 Nov;211(5):949-956.



Historical Context

- Chief residents organized informal, impromptu noon-hour sessions in which cases rich with teaching points were presented in a hot-seat format
- At the end of 2017, the residents were tasked to formalize peer learning
- Our current resident peer learning conference format is based on this historic context



Goals

- Share misses, good calls, and clinically pertinent cases
- Sharing “Interesting cases” or “zebras” is not the primary goal
- Create an open and safe environment to learn from each other

Format

- R1-R4 residents voluntarily collect and present own missed cases
- 1-2 resident facilitators; no attendings present
- 6 resident presenters per 2-hour session
- In 20 minutes, each resident presents 3 cases with 1-3 teaching points per case
- No set teaching format, but hot-seat format, supplemental slides, and companion cases are encouraged



RESIDENT FACILITATOR RESPONSIBILITIES

- Begin by sharing your own misses
- Ask directed questions to highlight teaching points
- Be the timekeeper and IT person



Pictures



SURVEY RESULTS

- 2 years of resident peer learning conference
- Voluntary completion of Qualtrics survey sent to 46 radiology residents to seek feedback for improvement
- Survey remained open for 3 weeks



Survey Responders

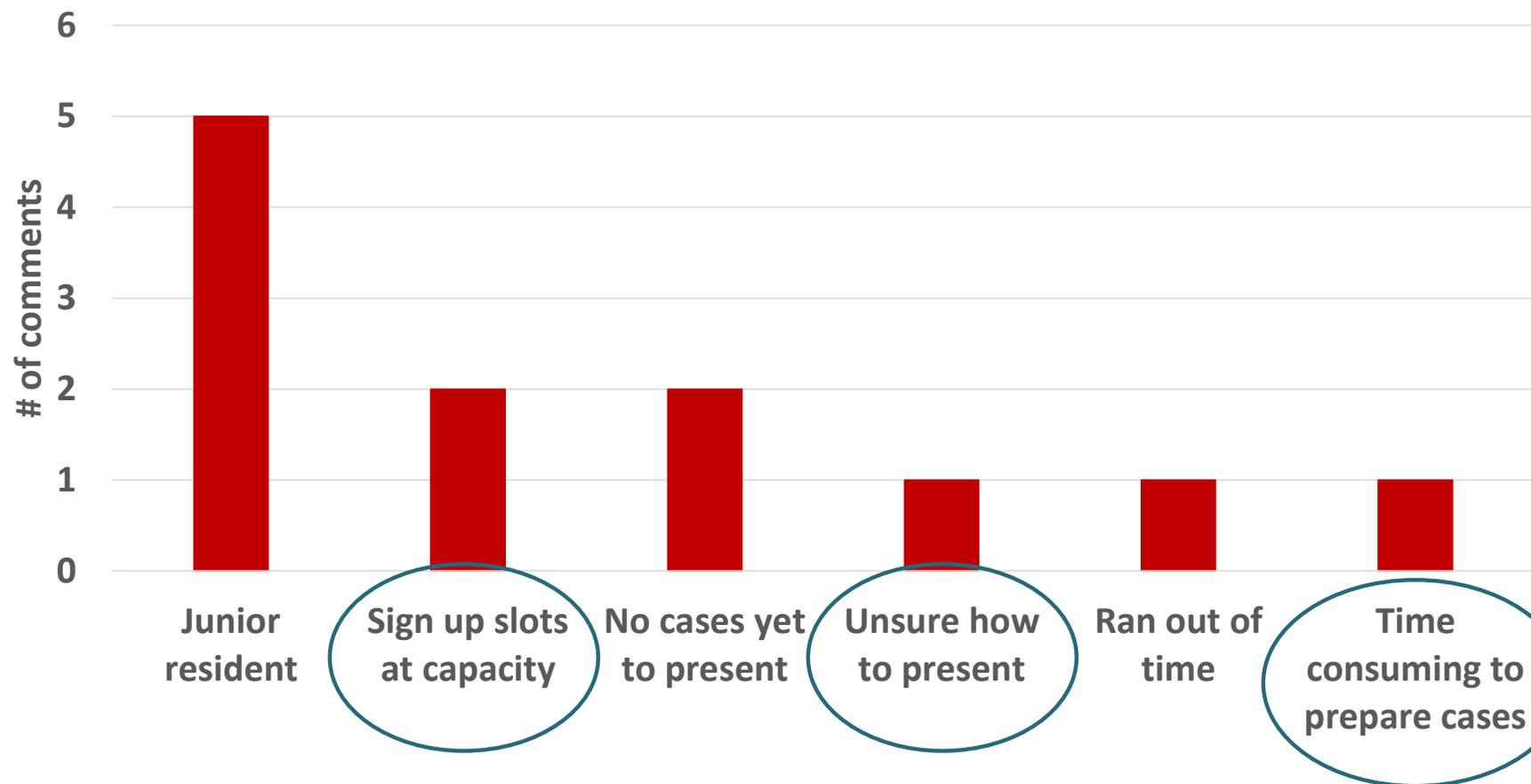
Trainee Year	# Responded	% Responded
PGY2 (R1)	7	50
PGY3 (R2)	9	70
PGY4 (R3)	5	50
PGY5 (R4)	7	70
Total	28	60

28 of 28 (100%) of survey responders have attended a peer learning conference

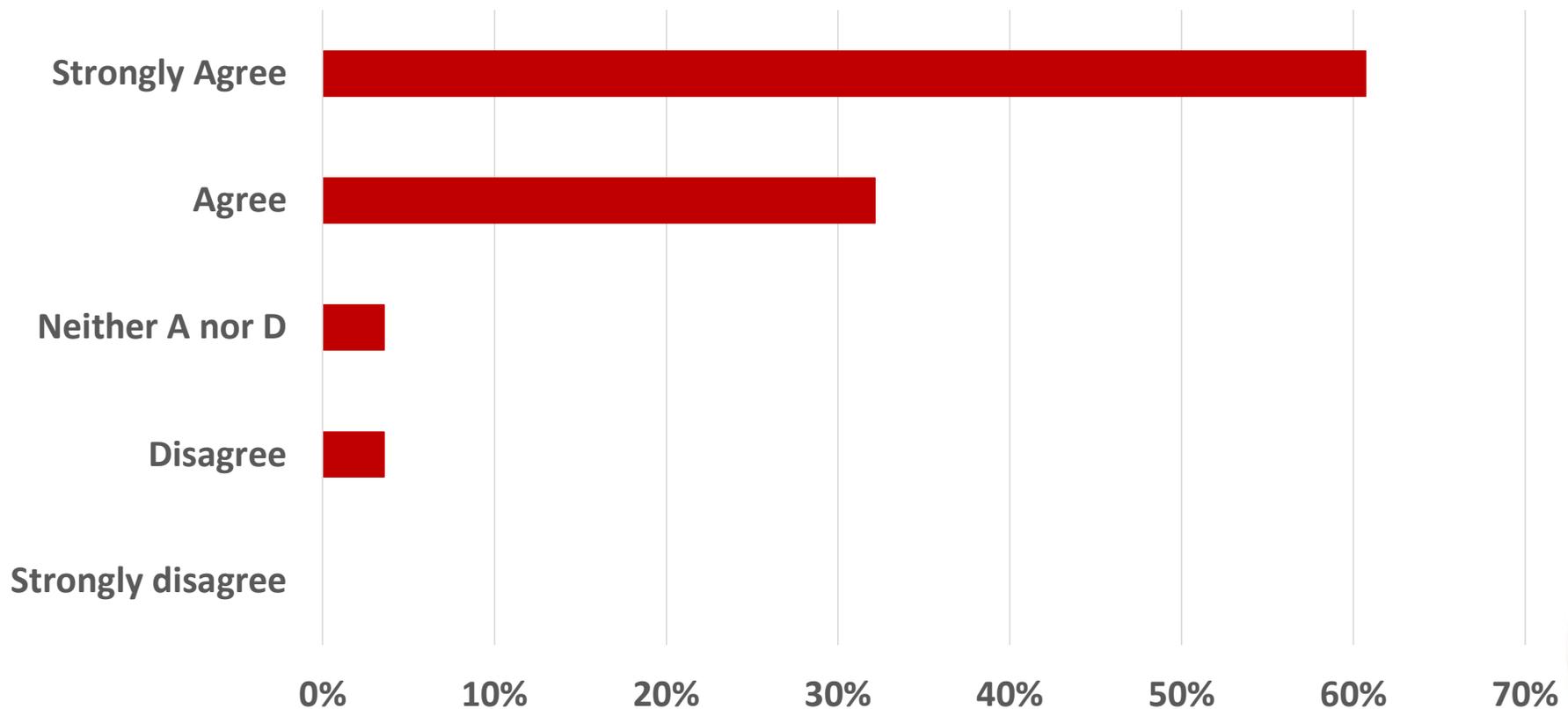
12 of 28 (43%) of survey responders have never presented at peer learning conference



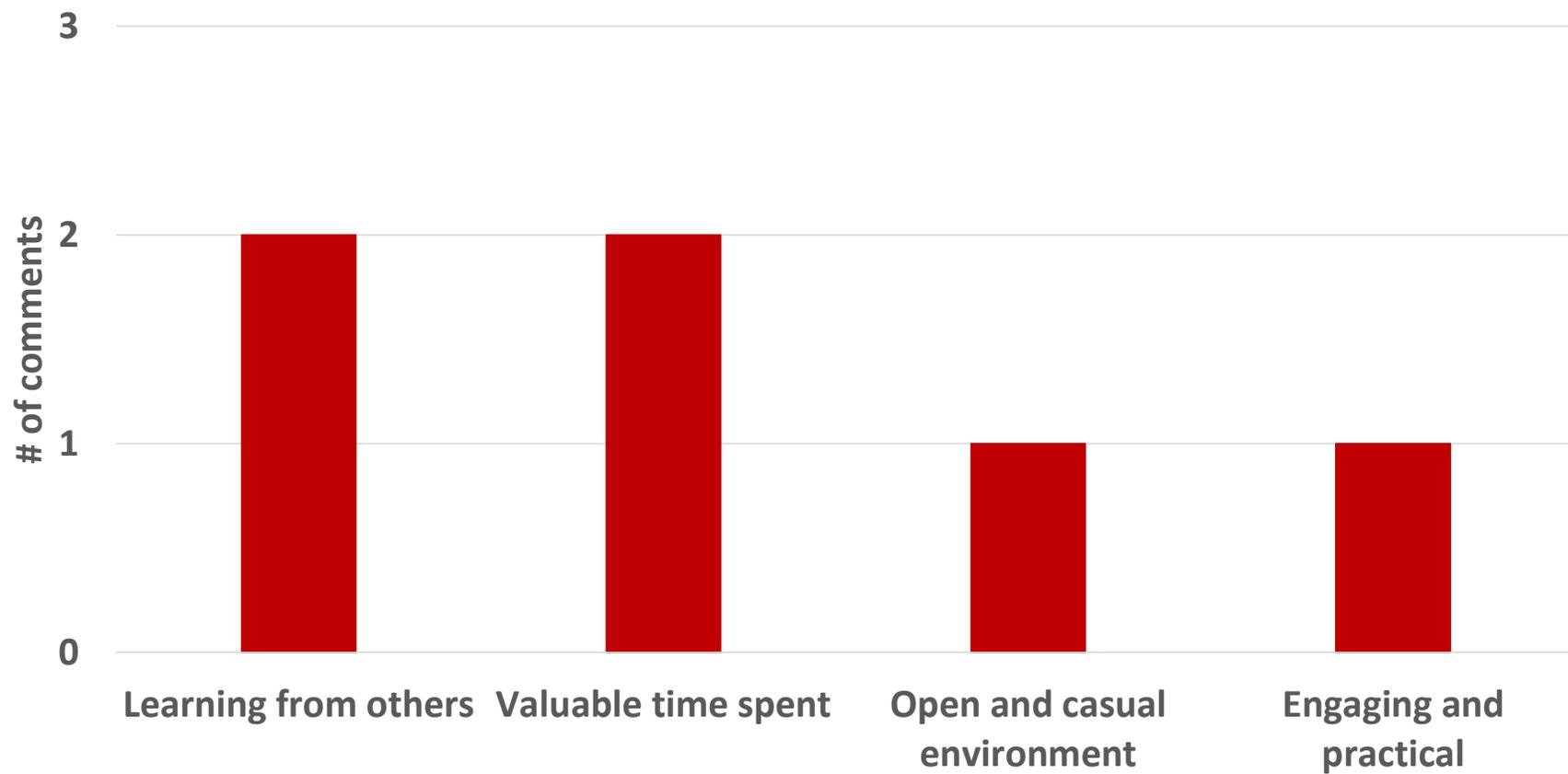
What has prevented you from presenting at a radiology resident peer learning conference?



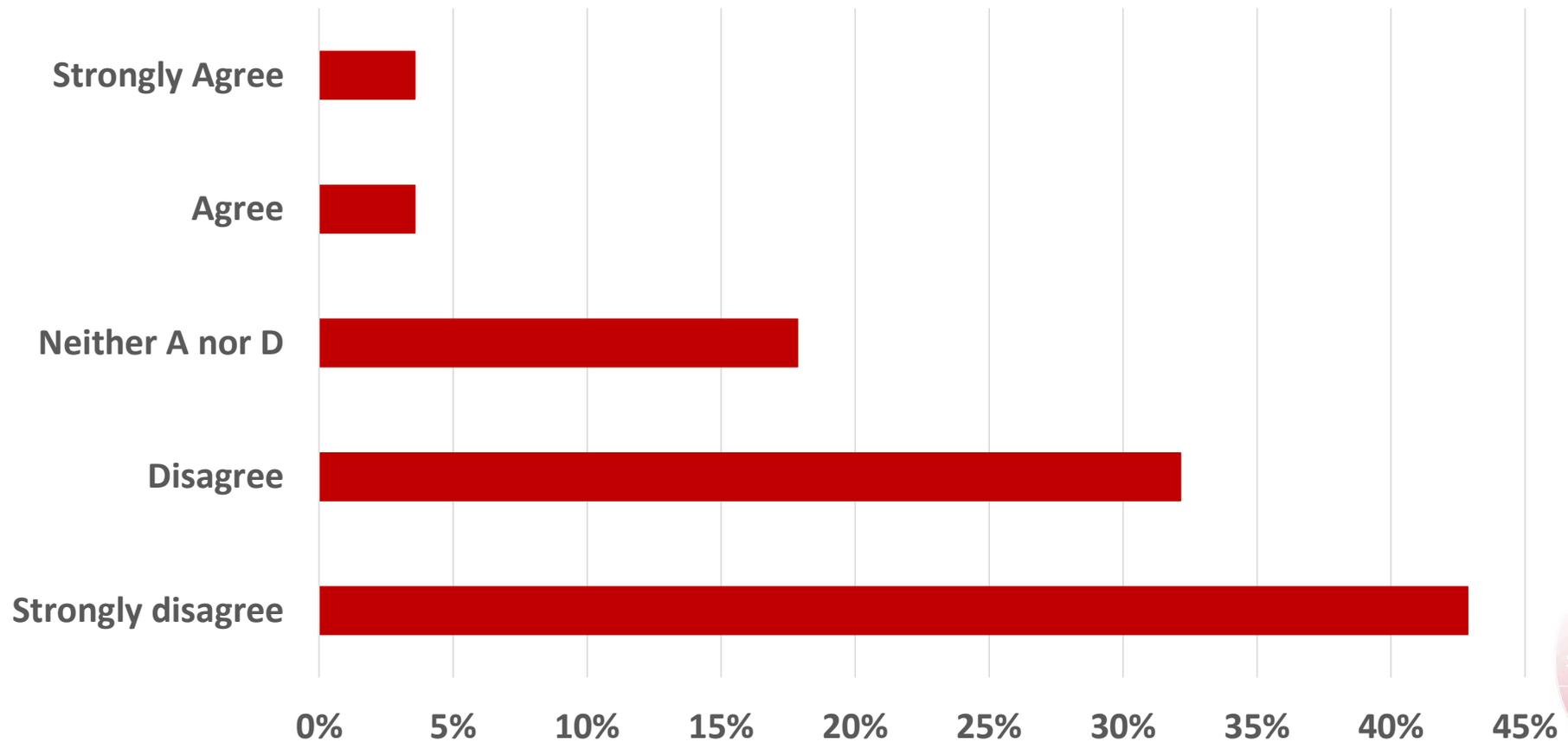
Peer learning conference is a positive contribution to my education and development as a radiologist



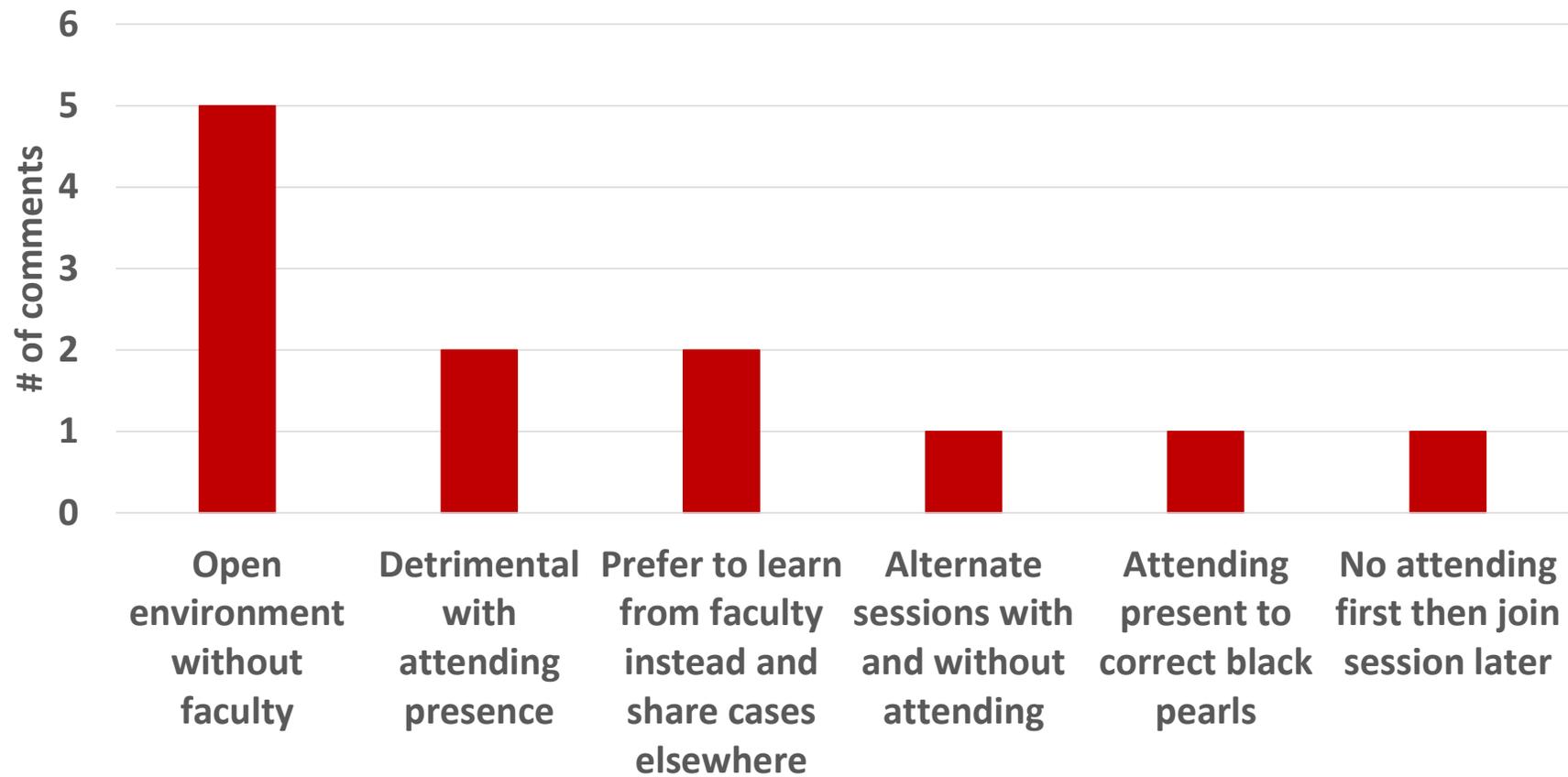
Comments



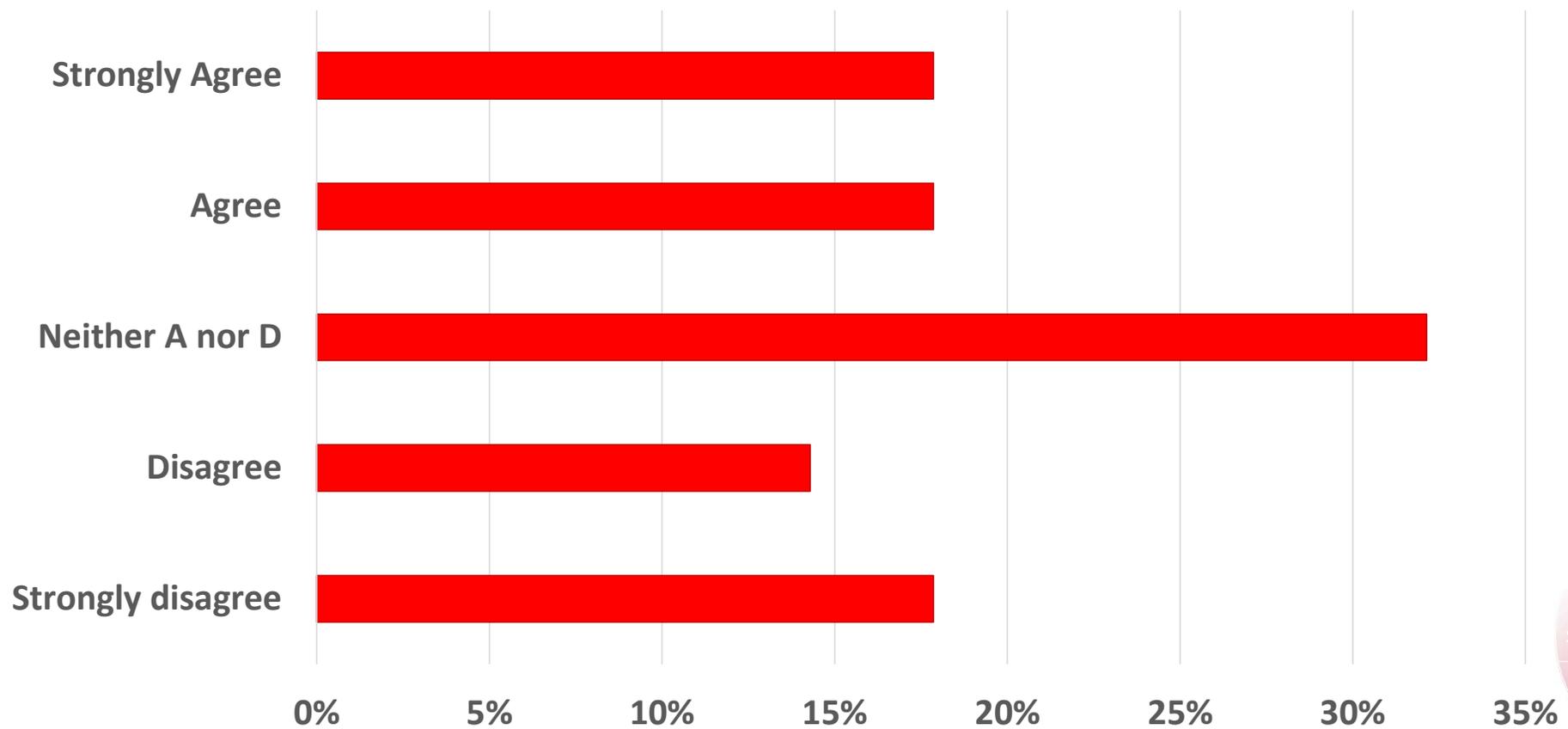
We should have a faculty facilitator (attending) participate during peer learning



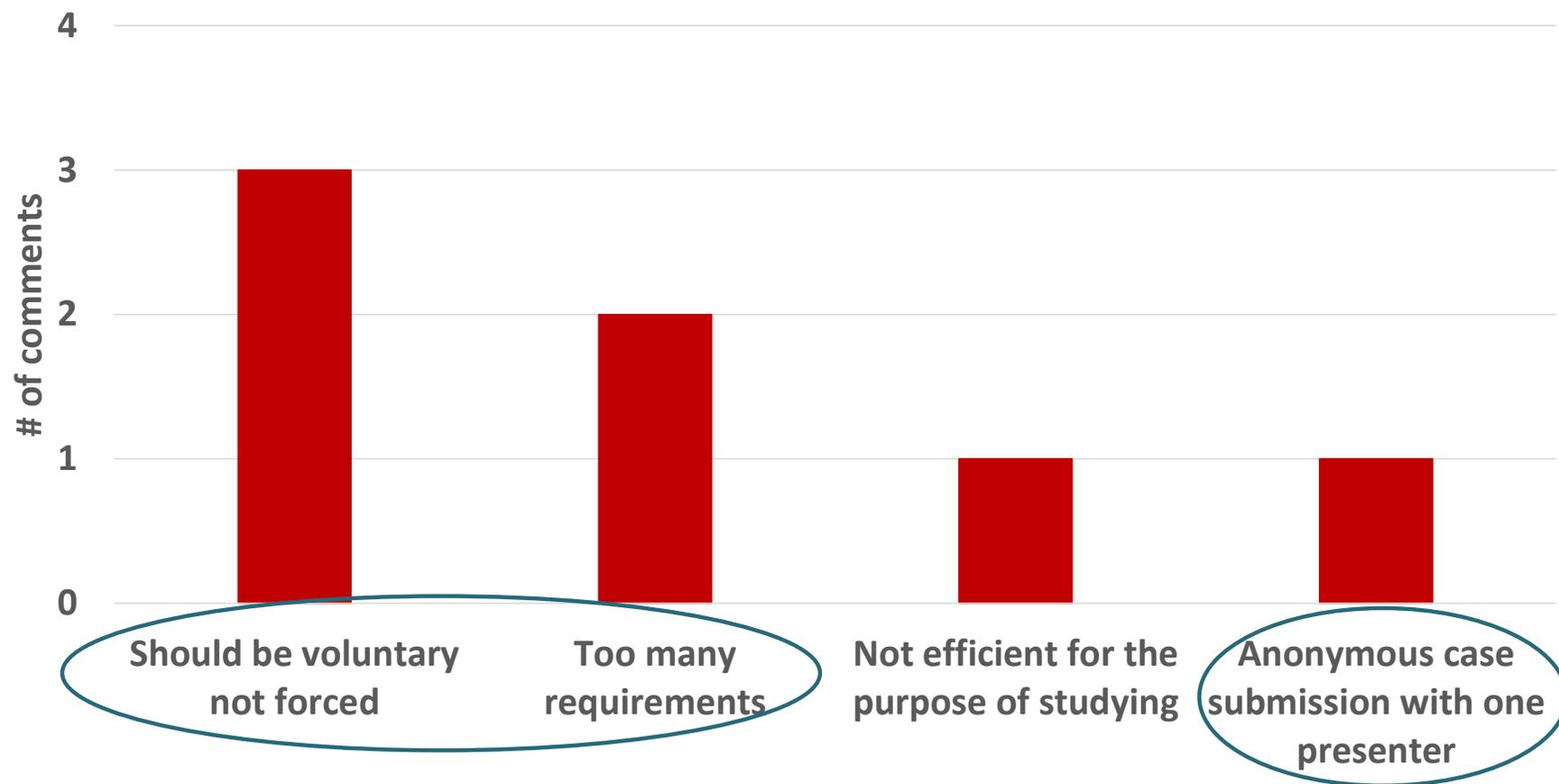
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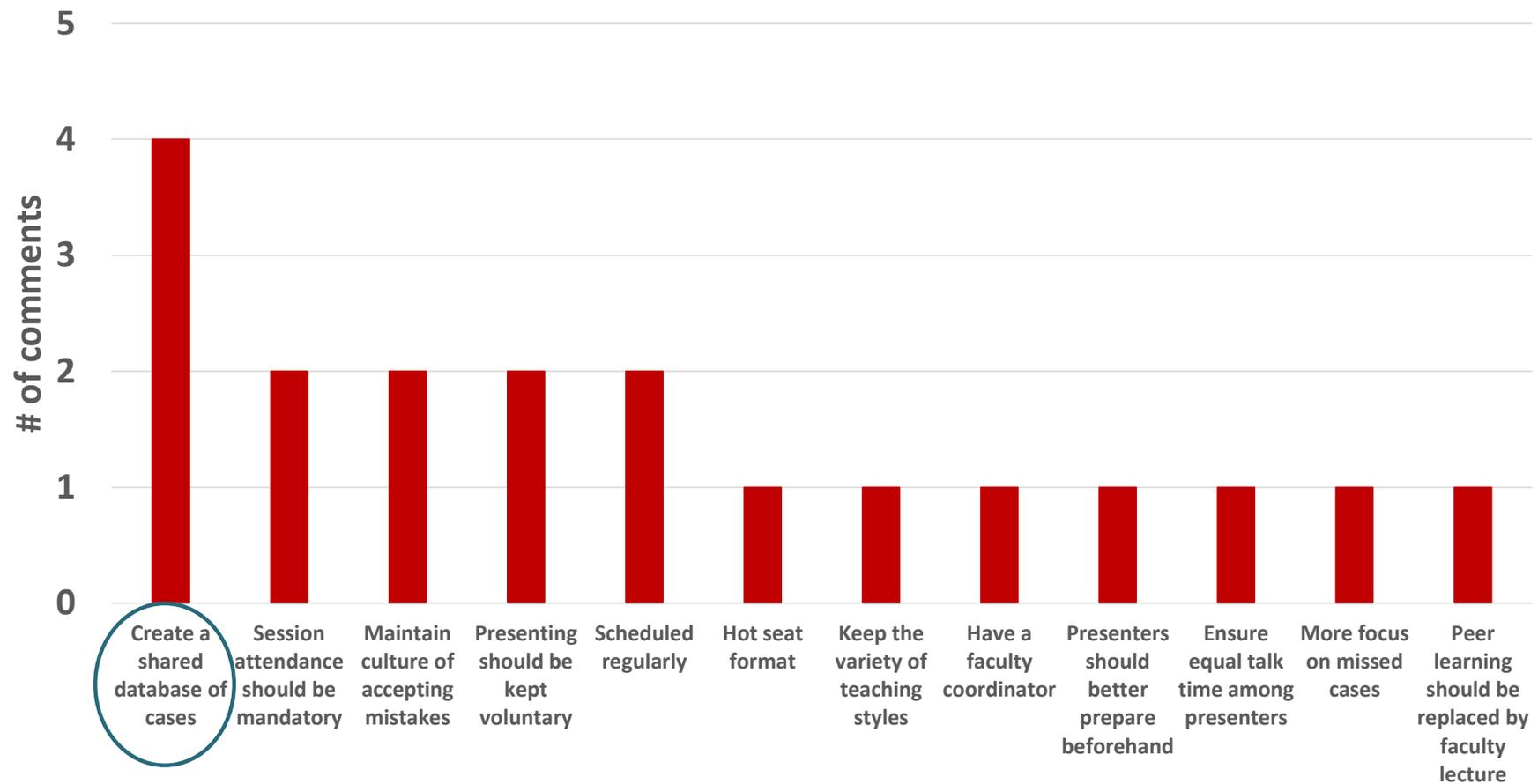
Residents should be required to present cases in peer learning



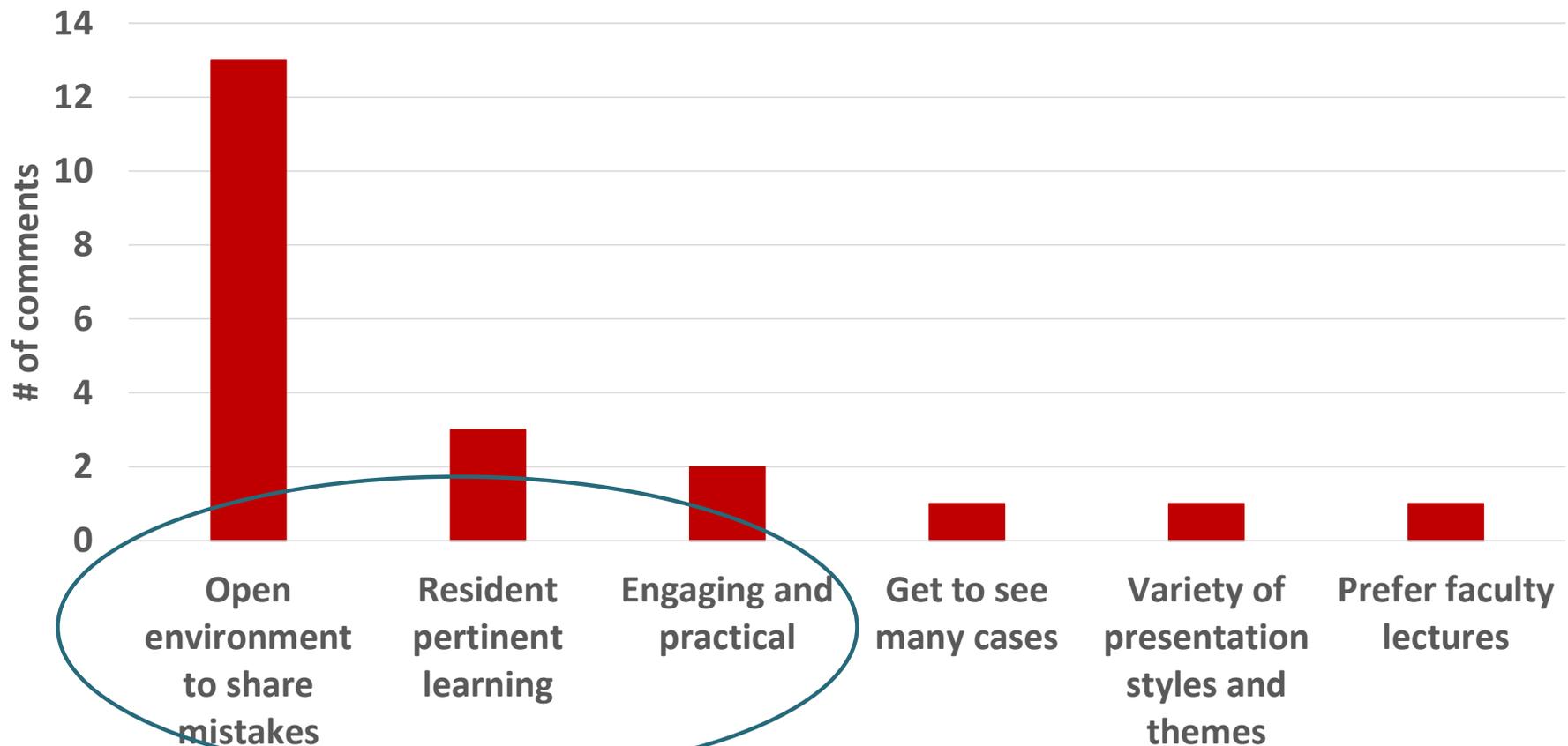
Comments



What is one thing about peer learning that should be fixed?



What is one thing about peer learning that you like?



Summary and Discussion

- Residents at our institution find peer learning to be valuable, particularly having an open and safe environment to learn from each other
- Much of the challenges involving inconsistent resident-presenter participation and concerns about faculty presence likely related to the format of our non-anonymized, decentralized peer learning conference
- Attendings provide written feedback and are potential references for residents who seek fellowship training and jobs, which is a setup for potential conflict of interest
- Is an anonymized, centralized peer learning process the optimal way to learn from each others' mistakes?



Future Endeavors

- How are the experiences of other institutions' resident peer learning conferences (e.g. Thomas Jefferson University Program requiring R4 residents to present own missed cases)?
- How best to involve faculty attending?
- Trial idea of anonymous case submission with centralized case gathering and presentation

