

All Aboard! Sail the Seas of Resident Onboarding



Victoria Kelly MD, Kayla Spradley DO, Tyler Snyder MD, Eric Gao DO, Joseph Kamel DO, Garrett Spradley DO, Jamie Myrice and Amanda Springer MD
The University of Toledo College of Medicine and Life Sciences, Department of Psychiatry

BACKGROUND

- Onboarding is “the act or process of orienting and training a new employee” [1].
- When applied to residency, onboarding primarily encompasses administrative tasks, credentialing, and institutional requirements.
- The LCME requires courses pertaining to the transition from medical school to residency, however they are inconsistent, incomplete, and often lacking in usability [2].
- A literature search on PubMed yielded little residency specific guidance about onboarding.
- As a result, interns are thrown into the waters of residency on their first day. There is a great need for research about onboarding curriculums to alleviate these challenges, while also addressing ACGME milestones [3,4].

OBJECTIVE

- To address the need for formalized onboarding programs, this poster will discuss an evidence based & comprehensive approach to the onboarding curriculum.

METHODS

- A systematic review of the available literature was completed.
 - The following search terms were utilized in PubMed [Figure 1].
 - A total of 3711 papers were generated; 12 met inclusion criteria.
 - 7 more papers were identified by Google.
 - 1 additional paper was used to define onboarding and 2 papers were used to define the ACGME milestones.
- AND
- Onboarding or
 - Orientation or
 - Boot camp
- AND
- Psychiatry or
 - Medical training or
 - Graduate medical education or
 - Resident physicians or
 - Medical education or
 - Incoming residents or
 - Incoming psychiatry residents or
 - Psychiatry residency
- AND
- Residency or Training

Figure 1

RESULTS

- A total of 19 papers were analyzed.
- 14 of 19 papers identified onboarding as a time to work on improving knowledge about the specialty and the services, including preparing for call.
- 8 papers determined that curriculum should include improving interpersonal and communication skills.
- 6 papers identified building community and cohesion as an important goal.
- 5 papers identified building leadership skills, including involving a senior resident in teaching.
- 4 papers, for each topic respectively, reported that onboarding can be used to identify resources for well-being, EMR/telemedicine, and professionalism.
- 3 papers, for each topic respectively, reported that onboarding can be used for developing a learning plan and mentorship.
- 1 paper, for each topic respectively, reported that onboarding can be used for certifications, preparedness to address racism, and guidance for program leadership.



Figure 2

DISCUSSION

Our results indicate that onboarding for psychiatry residents is an opportunity to define and develop professional identity, wellness, mentoring opportunities, and to set clinical and professionalism expectations for the academic year.

- Most papers showed that trainees would benefit from early exposure to clinical content and rotation expectations [Figure 2].
- Other high yield onboarding topics included: Interpersonal and Communication skills, Community and Social Cohesion, and Leadership skills [Figure 2].
- Crucial areas of interest included preparedness to address racism and bias and online onboarding (including to the electronic medical record and telemedicine).

CONCLUSIONS

- This study provides a review of evidence-based studies for implementing effective onboarding into new residents' curriculum.
- Onboarding should be a collaborative process between program leadership, faculty, staff, and residents as they wade into the waters of medicine. Formalizing onboarding will empower program leadership to be more prepared in setting up the interns for success.
- Residents that undergo formal onboarding are more competent, confident and embody a growth mindset. Now more than ever, trainees need formal guidance on how to prevent burnout and develop administrative and professional characteristics, while navigating the vast and infinite sea of knowledge, that is healthcare.
- UTCMLS psychiatry residency uses a comprehensive onboarding curriculum encompassing these recommendations while rotating through on-call sites. Further research is warranted to evaluate efficacy, outcomes, knowledge, and attitudes regarding this strategy.

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