



# *Impact of Just-in-Time Teaching Screencasts on patient outcomes for an Inpatient Hematology-Oncology Teaching Service*

Presenter

*Andrew Faucheux, MD, Department of Internal Medicine*

Collaborating Author

*Leslie Ellis, MD; Thomas Lycan, DO, Section on Hematology and Oncology*

# Problem Statement

- *Problem statement:* The clinical workload of trainees limits the efficacy of traditional teaching models; however, Just-in-time teaching (JiTT) screencasts are a novel educational intervention that is acceptable among trainees on an adult inpatient hematology-oncology service (IHOS) and can potentially improve medical knowledge, resident behavior, and patient outcomes.

# Study Design

- *Methods or Curriculum description:* We will conduct a survey-based needs assessment with IM residents to identify medical problems and corresponding patient outcomes with the most need for an educational intervention. We will utilize these data to produce a JiTT screencast curriculum and administer it to residents.

# Evaluation Plan & Conclusion

- *Results or Evaluation plan:* We will perform a single-arm, pre- and post-intervention assessment using qualitative and quantitative measures (i.e. learner satisfaction, clinical management comfort level, medical knowledge, patient outcomes).
- *Summary:* We anticipate that learners will have increased knowledge in topics watched and that this will translate into behavioral changes as well as improved patient outcomes.

# Questions for Discussion

- *We are trying to get as many responses as possible from our faculty, fellows, and residents. In your experiences, would these individuals be more likely to fill out an evaluation with a QR code or paper form?*
- *Additionally, what are some ways to incentivize residents to watch the JiTT screencasts?*

# References

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