Leadership Opportunities During Residency: Challenges Faced in Restructuring a Complex and Multidimensional Residency Training Curriculum
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Background
ACGME requires residents to participate in a quality improvement project (Milestone PBL13). At Harvard South Shore Psychiatry Residency Program, a leadership track provides opportunities for residents to lead significant systems redesign projects. The current project involves creating novel PGY-III outpatient clinical experiences with the goal of enhancing residents’ experience with leading and managing change. Additionally, we aim to increase patient access and enhance exposure to women’s mental health (WMH) and to research/academic opportunities.

Methods
A proposal for the enhanced clinical experience was presented to senior departmental leadership. Mentors were selected to oversee the project, a process team of stakeholders was created, and resident opinions about potential educational experiences were collected anonymously using Survey Monkey. Active communication with clinic faculty occurred, with the discussions centered on logistical problem solving.

Results
As the process map to the right demonstrates, there was significant resident interest to support the creation of a Women’s Mental Health clinical experience (100% response rate on survey.) Several barriers were identified following the faculty logistics meeting. Physical space limitations as well as difficulty in allocating staff supervisors and administrative support proved to be 3 major issues. Potential work-arounds included reviewing the hospital’s space distribution layout to locate a possible swing office, assigning a faculty supervisory title as a potential incentive and creating a new role for existing administrative staff to add on new/increased resident requirements.

Conclusions
Residents are enthusiastic about their potential role as leaders in the process of improving their educational experience. In creating quality improvement projects it’s important to scale their scope to increase probability of success. Existing institutional structure limits major changes proposed by residents. Hence, achieving the original goal of the project is not necessary to attaining a successful outcome. The true learning stems from gaining invaluable experience in organizational leadership and team management.

Lessons Learned:
1. Negotiations amongst competing interests
2. Managing team engagement
3. Extensive time required for completing a complex project

Selected References
- Psychiatry Milestone Project, ACGME and ABPN 2013
- LEAN Yellow and Green Belt Training Manual

Acknowledgements