

# Providing an “Intern Survival Guide” to improve the transition to residency

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## INTRODUCTION

- In the SHS Family Medicine Residency, information about monthly academic rotations can be found from a variety of sources. Unfortunately, not all these sources were easily accessible and on occasion the information was out-of-date.
- The authors felt that Interns could benefit from a more comprehensive guide to starting residency and rotations
- A literature review revealed that similar projects had been successful in other residencies. For example, the Stanford anesthesiology residency created online modules, developed from the experiences of senior residents, for incoming residents (1). Their post-survey results showed that residents felt more prepared after using the modules.
- This manual was intended to be a “living document” to allow for easy edits by future residents to help improve transitions for interns in the years to come.

## STUDY AIM

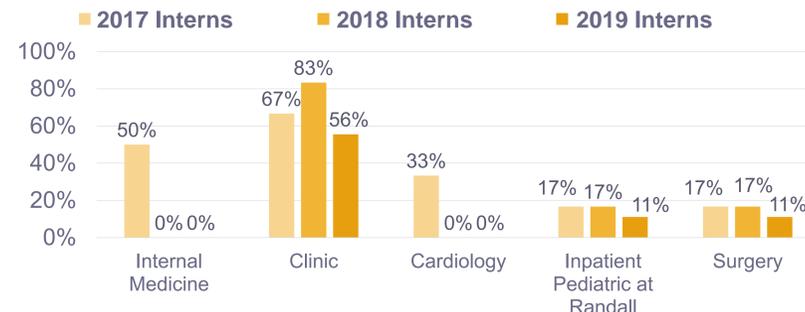
The goal of this QI project was to develop a guide with up-to-date information, tips, and expectations for all rotations of intern year; and determine whether that guide helped incoming Family Medicine interns transition into new rotations.

## METHODS

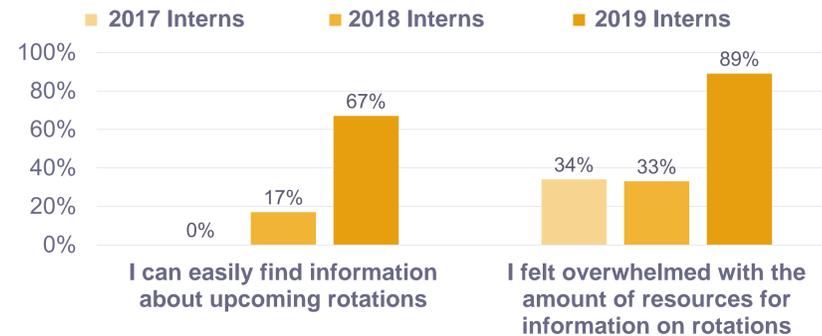
- Over the 2018-2019 academic year, the authors (2018 interns) compiled a variety of information into an online document, called the “Intern Survival Guide”.
- The guide was circulated through the group during their intern year rotations so authors could add their advice and experiences to it.
- At the end of the academic year, it was printed in a physical pocket-size book and provided to the incoming class (2019 Interns) at their orientation.
- Pre-distribution surveys were used to assess intern comfort levels and feelings of preparedness for upcoming rotations. The guide was then distributed and interns were oriented to its contents. After 10 rotations, interns were given a post-distribution survey asking them to rate the usefulness of the guide in improving their readiness for a rotation.
- For the 2017 Interns, the Intern Survival Guide was not available, 2018 Interns developed the guide, and 2019 Interns had access to a complete version of the guide.

## RESULTS

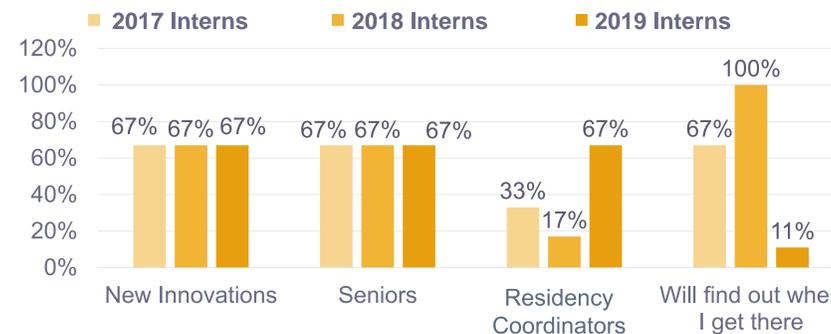
**Figure 1. Percent of residents feeling somewhat or completely prepared for rotations prior to distribution of the Intern Survival Guide (ISG)**



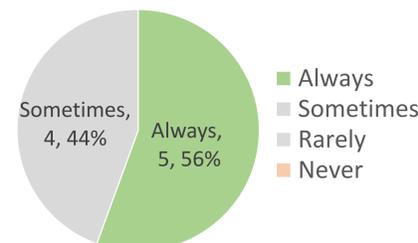
**Figure 2. Percent of residents who agree with each statement prior to distribution of the ISG**



**Figure 3. Resources residents use to find logistical information about rotations prior to distribution of the ISG**



**Figure 4. For the 2019 interns, after using the ISG for 10 rotations - “I feel the intern survival guide was helpful in helping me transition into a new rotation”**



## CONCLUSIONS

- Incoming intern classes have differing levels of preparedness for any given rotation, likely due to the varied pre-residency experiences for each class member. For example, an intern that had a monthlong audition rotation with our residency may feel significantly more prepared compared to an intern who had only toured our hospital at an interview.
- Majority of residents used the same resources at similar rates across classes.
- Evidence of an increased sense of information overload in 2019 Interns in comparison to previous years. However, the same cohort felt that finding information was much easier compared to other classes. This indicates a need to consolidate and better organize available information for easier consumption.
- Overall, the 2019 interns felt the intern survival guide was either sometimes or always helpful after completing majority of their rotations. This may indicate the positive impact of having the intern survival guide when transitioning between rotations.

## FUTURE IMPLICATIONS

- Continue to consistently survey intern classes to understand the utility of future editions of the guide
- Ensure future changes to curricula can be incorporated into the guide
- Improve transitions to rotations outside of SHS
- Ensure comparability of pre- and post- survey questions across cohorts

## REFERENCES & ACKNOWLEDGEMENTS

- References
  1. Chu, Larry F., et al. “Preparing Interns for Anesthesiology Residency Training: Development and Assessment of the Successful Transition to Anesthesia Residency Training (START) E-Learning Curriculum.” *Journal of Graduate Medical Education*, vol. 5, no. 1, Jan. 2013, pp. 125–29. [jgme.org](http://jgme.org) (Atypon), doi:10.4300/JGME-D-12-00121.1.
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