

## Aligning the Psychiatry Residency Didactics with Adult Learning Theory: Toward Self-Directed Didactics

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### Abstract:

In the Psychiatry Residency Program, it is required by ACGME to have structured protected didactic activities. In the CUSOM Psychiatry Residency, different formats have been followed- Grand Rounds, lectures, journal clubs and case conferences. During the annual surveys, residents have indicated that their concern that didactics were not engaging and interactive enough. They have requested more evidence-based learning. According to Malcolm Knowles' Adult Learning Theory, adult learning is distinct from traditional classroom learning and needs to be more self-directed, with learners having a sense of agency, applicability and meaning in the exercise. This study will obtain baseline information from the residents regarding what their preferences are and will aim to titrate the curriculum to the student's needs. We will then obtain data after the titrated curriculum has been implemented to see if we have improved resident buy-in on didactic activities. If so, we will implement this as a permanent curriculum change and share this with academic psychiatrists.