

Turning to Medical Students, Residents and Fellows as Teachers

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Workshop Objectives

- Compare different approaches to teaching “how to teach” at 3 medical centers
- Recognize barriers faced in faculty educational development programs and how to overcome them
- Develop guidelines for expectations of teaching expertise at different learner levels: medical students, residents, fellows

Agenda of Workshop

- Introduction: 10 minutes
- Facilitators presentations (3 programs): 30 minutes
- Group discussion of barriers: 30 minutes
- Breakout groups: focus on teaching expertise expected for medical students, residents, and fellows: 20 minutes
- Group presentations & discussion: 20 minutes
- Summary: 10 minutes

Teaching UNC Learners “How to Teach”

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UNC Program: Timeline

- 1. 2005: Developed “The Teaching Center” (www.theteachingcenter.org)
- 2. 2005: Developed a course to teach subspecialty residents and residents
- 3. 2005: Consultations, Workshops, web
- 4. 2006: Developed an intensive 1 week Resident Elective focused on teaching.

1. Creation of The Teaching Center

- Recruited 3 other faculty:
 - Clerkship Director
 - Med-Peds Residency Director
 - Pediatric Residency Director
- Obtained financial and verbal support of chair

2. Developed “How to Teach” Course

- Based on UNC Teaching Scholars Program
- Eight 2 hour sessions first Thursday of month (Shared leadership of sessions)
- Projects by each participant presented at annual Evening of Scholarship at UNC
- 10 completed course first year; 8 this year

Course Presented

Residents and Sub-Specialty Residents

- 1. Introduction
- 2. Clinical Teaching and Curriculum Development
- 3. Small Group
- 4. Feedback
- 5. Educational Scholarship, T.P.
- 6. Large Group
- 7. How to write a paper
- 8. Presentation of Projects

3. Sequence of Activities

- Developed curriculum
- Developed website
www.theteachingcenter.org
- Developed monograph
- Conducted workshops
- Did consultations
- Activities supported through grants

4. Created a 1 week Resident Elective

- Lead 3 teaching sessions (morning report, 3rd year students, c.c. preclinic talks), do self-assessment, review feedback
- Focus on individual's objectives for week
- Go on rounds, noon conferences, grand rounds with preceptor; evaluate each session immediately
- Have didactive time with preceptor
- Attend 1 session of course

Barriers to Effectiveness of Program

- Fellows “required” to take course often didn’t complete the course
- Projects quite uneven despite advisor system
- Faculty who were weak teachers did not ask for consultations
- Time for fellows and residents to attend, do projects.

Conclusion: UNC

- Most residents and fellows are enthusiastic about learning how to teach.
- Different venues can be tried
- Not all learners have the same objectives so need to clarify those before beginning a course or offering an elective.

The Teaching Resident Rotation

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St. Christopher's Hospital for Children

May 4, 2007

St. Chris

Teaching Resident/Fellow Program

- 1997 Resident rotation was developed
 - Constantly evolving
- 1998 Annual Residents' Teaching Retreat began
- 2001 Competency-based curriculum with evaluation tools was developed
- 2001 Annual Fellows' Teaching Retreat began

St. Chris

Teaching Resident Rotation

- 4 week mandatory rotation for PL-3s
- 2 residents/block
- 5 faculty members/2 chief residents provide teaching and feedback
- Rotating 3rd year medical students
- Teaching modules adapted from
 - Michigan State Faculty Development Program

Teach Rotation Modules

- Goals and objectives with accompanying evaluation forms
 - Effective feedback
 - Effective precepting
 - Preparing and delivering a formal presentation
 - Bedside teaching
 - Facilitating a learner to answer a clinical question

St. Chris

Teaching Resident Rotation

- Activities
 - Precept
 - Provide feedback
 - Conduct bedside rounds
 - Prepare and deliver presentations
 - Morning conference for General Pediatrics Outpatient Rotation
 - Noon conference
 - Facilitate learner to answer a clinical question
 - Conduct independent teaching project

St. Chris

Teaching Resident Rotation

- Perfect venue to measure resident competencies
- High faculty-resident ratio
 - Direct observation of resident
- Opportunities for 360° feedback
- Potential to measure many competencies
- Opportunity to “capture what we already do”

Teaching Resident Rotation Evaluation Accomplishments

- Evaluated ~50% of Dr. Carraccio's benchmarks with our tools
 - Communication and professionalism
- Defined unique outcomes
- Compiled evaluation portfolios for each resident on the Teaching Resident Rotation
- 5 years experience with the tools

Teach Month Rotation Outcomes

- Residents
 - Positive evaluations
 - Increase interest in medical academic careers
 - Developed marketable skills
- Medical students
 - Positive evaluations
- Teaching awards
 - Best resident teacher
 - Best fellow teacher

Teaching Resident Rotation

Unexpected Outcomes

- Created course in effective communication
- Developed a forum to teach residents to be effective evaluators
 - Training to be direct observers
 - Training in effective feedback
 - Training to complete evaluation forms
- Empowered learners to
 - Seek out feedback
 - Request direct observation
- Opportunity to document “competency credit”

The Teach Month: The Strengths The Residents' Perspective

- Practice teaching skills
- Develop own teaching style
- Strengthen clinical diagnosis skills
- Receive evaluation and feedback on teaching and diagnostic skills
- Become comfortable with evaluating
 - Colleagues
 - Medical students
 - Self

The Teach Month: The Challenges The Residents' Perspective

- Feedback fatigue
- Discontinuity of feedback
 - Multiple faculty evaluators
 - Difficult to evaluate improvement and incorporate suggestions from feedback
- The unmotivated or difficult learner
- Timing of the rotation

Teaching Resident Rotation: The Challenges

The Faculty Perspective

- Time for observation and feedback
- System for collecting and tracking evaluation forms
- Evaluator fatigue
- Timing of rotation during the resident's year

Resident and Fellow Educational Retreats

- One day retreat
- Review topics covered in Teach Month
 - Workshop format
 - Role-plays
 - Small groups with faculty facilitator
 - Practice feedback

Teaching Fellows to be Effective Teachers

A Residency Program Director's Perspective

- Benefits
 - Introduce Competency concepts
 - Emphasize teaching skills
 - Develop fellows as evaluators

Future at St. Chris

- Further define needs of fellows as teachers
- Further develop teaching curricula for the fellows
- Create evaluation systems for fellows
 - Develop evaluators
 - Develop system to distribute, collect, and collate all the evaluations
- Enlist fellows in evaluation of
 - Residents
 - Medical students
- Collaborate with medical school to develop medical students as teachers



**TEACHING
and
TEAM
MANAGEMENT
SELECTIVE**

**Jose L. Gonzalez, M.D
UTMB - Pediatrics
APPD Workshop, Toronto May 2007**

Needs Assessment

Web-based Duty Hours Tracking System

Administrative Duties Related to Patient Care	Anything entered into medical record (order entry, discharge/transfer notes) looking up & manually recording labs, research for patient care, travel to clinics, House Staff Mtg/Res Council.
Transfer of Patient Care	Check out or Check in, transfer of patient care requiring face-to-face or voice interaction
Time In-house During Call	Time spent in-house during call activities: sleep, eating, reading(except that for your current patients)
Teaching Activities (resident being the teacher)	Resident being a teacher in any setting (ie. morning report, rounds, student teaching-obs H & P), working on MR or Grand Rounds presentation, student lectures
Patient Care	Any face-to-face patient/family interactions, Rounds and prerounds, Initial Hx & PE, other Hx or PE's, procedures, patient counseling & education, codes
Scheduled Academic Activities	Conferences, Morning Report, Grand Rounds, In House Reading Elective, board study, research, PALS/NALS, ITE, UTMB Workshops
Break	Lunch or Other Break within Scheduled Day - No Time Registered



Lessons Learned from a Web-based Duty Hours Tracking System:

Majority of hours spent on:
Patient care and Academic activities
Little or no Teaching

Cassandra Pruitt Nelson, MD
Christine B. Turley, MD

Teaching & Team Management

GOALS:

- to provide upper level residents with the opportunity to develop/refine skills in
 - effective small and large group teaching,
 - health care team management in both the inpatient and outpatient setting,
and
 - utilize health care systems' resources to provide optimal quality care to patients.

Teaching & Team Management

OBJECTIVES: Teaching & Supervision

- ❖ able to supervise junior learner members of the health care team,
- ❖ able to assess the junior learners' critical thinking and documentation skills,
- ❖ able to provide effective and timely feedback,

Teaching & Team Management

OBJECTIVES: Teaching & Supervision

- ❖ able to provide oversight of outpatient and inpatient patient management,
 - ❖ able to effectively and efficiently teach a large group of learners,
and
- VI. able to communicate effectively with both supervising faculty and junior learners.

Teaching & Team Management

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m.	Systems' Activities	Systems' Activities	Systems' Activities	Systems' Activities	CCC
	Conf.	Conf.	Conf.	Conf.	Conf.
p.m.	Team Mgmt./ Teaching Activities	Team Mgmt./ Teaching Activities	Team Mgmt./ Teaching Activities	Team Mgmt./ Teaching Activities	

Teaching & Team Management

EDUCATIONAL METHODS:

Teaching Activities - Small Group

- ✓ observe and critique medical students' inpatient history and physicals and completed medical records' notes,
- ✓ critique medical students' completed outpatient clinic notes
- ✓ perform structured clinical observation of student-patient encounters to include feedback.

Teaching & Team Management

EDUCATIONAL METHODS:

Teaching Activities - Large Group

- ✓ manage Morning Report,
- ✓ present a Core Curriculum Noon Conference,
- ✓ present structured teaching sessions to inpatient health care team.

Teaching & Team Management

EVALUATION METHODS:

Teaching Activities -

- Structured Teaching Observations (by supervising faculty via Plus-Delta form)
- Large Group Teaching Skills (by supervising faculty via checklist)
- Competency Performance Skills (by faculty and junior learners via Likert rating scale)
- “Evidence of Teaching” Portfolio

Teaching & Team Management

EVALUATION METHODS:

Generally -

- Resident Evaluation of Faculty (via Likert rating scale)
- Resident Evaluation of Rotation (via Likert rating scale)

Teaching & Team Management

A Year 3 Selective

