Residents as Teachers Longitudinal Curriculum

As doctors, we are all teachers; we teach our patients, our colleagues, and other learners every day. Therefore, being an effective teacher is a critical skill for the successful physician. To achieve this end, we have created the Residents as Teachers Longitudinal course (RATL). In RATL, a self-selected group of approximately 8 residents per year are improving their teaching skills through immersion in medical education experiences. In addition to providing the typical teaching of a residency curriculum, they also learn the “science of teaching.” The program includes the following: 1) monthly meetings centered on discussion of selected books and articles about the philosophy and practice of teaching, 2) written reflections on teaching experiences, and 3) feedback from program leadership and peers after micro-skills teaching sessions and morning conference presentations. This curriculum was designed for those who have career aspirations as clinician-educators or simply desire to improve their educator skillset.

While we have had lectures on teaching delivered at noon conferences for many years, this curriculum fully engages a group of residents who desire enhanced instruction in medical education. RATL is innovative in its focus on education theory and literature, the incorporation of direct observation and feedback, and the longitudinal nature. We have enjoyed tremendous program support and close to one quarter of our eligible residents have participated, including 3 of the next 4 chief residents. The next steps for RATL include continued recruitment of participants and encouraging residents to engage in scholarship focusing on advancements in medical education.

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