

RESIDENTS AS TEACHERS

Introduction

Adapted from Hilary Sanfey, MD
University of Virginia

LEARNING OBJECTIVES

- Describe the role of residents as teachers
- Know the qualities of good teachers
- Become familiar with the principles of adult learning
- Understand the RATs initiative at KSOM

RESIDENTS AS TEACHERS

- Residents do a significant amount of medical student teaching:
 - Students say: 33% teaching
 - Residency directors say: 62%
- Reality is more in line with program director assessment
 - Students do not always have correct perception of teaching
 - Recognize that teaching occurs in many settings

RESIDENTS AS TEACHERS II

- Residents make a major contribution to student education
 - More contact – often assigned one-to-one
 - Better position to evaluate
 - More approachable – less power differential
- Residents perceive that it is their responsibility to teach medical students

RESIDENTS AS TEACHERS III

- Teaching improves resident learning and acquisition of knowledge – “to teach is to learn twice”
- Clinical competence correlates positively with teaching skills/abilities
- Part of the *Interpersonal and Communication Skills* competency domain is ability to teach

RESIDENTS AS TEACHERS IV

- Residents perceive a lack of teacher training
- Need proficiency to be effective:
 - Teaching skills
 - Giving feedback
 - Attitude to teaching
 - Teaching experience
 - Influence of time (to have and prepare)

Busari JO et al. How residents perceive their teaching role in the clinical setting: a qualitative study. *Medical Teacher*. 2002; 24:57-61.

RESIDENTS AS TEACHERS V

- Goal of the Residents as Teachers or RATs initiative is to facilitate the development of residents' teaching skills
- New website:
 - Modules to review independently with tools to use in teaching students – toolbox approach
 - Section for faculty to assist in bringing the information to didactic sessions

RESIDENTS AS TEACHERS VI

- KSOM has developed a program to recognize resident accomplishments
 - Institutional teaching honor roles for residents excelling in teaching as determined by students
 - Certificate program for residents who review each of the posted modules and successfully complete the evaluations at the modules' conclusion
- Teaching excellence is KSOM's priority

CHARACTERISTICS OF GOOD TEACHERS

- Take a minute and reflect on teachers you have had throughout your training.
- Make a list of qualities you want to find in a good teacher.
- Make a list of qualities you **do not** want to find in a good teacher.

MORE CHARACTERISTICS OF GOOD TEACHERS

- Meets needs of individual learners –is learner centered
- Provides a supportive learning environment
- Gives effective feedback
- Engages in active learning
- Provides experiential learning

LEARNER CENTERED

- Asks about students' experiences to identify gaps in their knowledge
- Discusses topics with which students felt they needed help
- Makes an effort to get to know the students
- Relates to the students as equals
- Meets with students to get their feedback on improving the rotation/learning experiences

SUPPORTIVE LEARNING ENVIRONMENT

- Encourages other residents and attendings to teach
- Makes time to discuss topics with students – explaining important concepts in a way that are understood and can be applied to patients
- Takes time on rounds to help students understand why certain decisions are made
- Finds time to review patient results and understand the importance to clinical care

EFFECTIVE FEEDBACK

- Gives meaningful feedback rather than “good job” or “you’re doing fine”
- Provides individual feedback about various student skills such as presentations on rounds, writing SOAP notes, admission notes, etc.
- Focuses on student improvement and provides continuous critical assessments throughout the clerkship

ACTIVE LEARNING

- Teaches students in a way that facilitates learning and provokes further inquiry
- Uses student questioning to engage the student and facilitate active learning rather than to make them feel foolish
- Encourages students to gain more knowledge each day

EXPERIENTIAL LEARNING

- Demands students take ownership of patients
- Teaches in the clinical context and has students apply new knowledge
- Reviews patients' test results, explains their significance and application to the patient
- Role models behaviors such as patient communication skills, professionalism, etc.

ADDITIONAL POSITIVE CHARACTERISTICS

- Motivation
 - Sets high expectations for students to meet
 - Demonstrates commitment and expects students to meet that commitment
- Practical and Relevant
 - Provides reasons for learning –“you need to know this because if you don’t you could hurt someone”
 - Demonstrates skills for being a ‘good doctor’

PRINCIPLES OF ADULT LEARNING

- Adult learners are motivated by intrinsic factors are more likely to learn when:
 - Instruction is problem centered
 - Occurs in a supportive environment
 - Learning is experience oriented
 - Learning is active versus passive
 - Effective feedback is provided
- Principles parallel characteristics of good teachers

PROBLEM CENTERED INSTRUCTION

- Emphasizes learning concepts not just facts
- Provides opportunity for practicing solving skills
- *Tips for teachers*
 - Think aloud as you reason problems and management
 - Pose case problems
 - Make full use of the teachable moment

SUPPORTIVE ENVIRONMENT

- Non-threatening/non-judgmental environment
- Mutual trust and respect
- Encourages self-confidence and initiative
- (anxiety may be a motivator!)
- *Tips for teachers*
 - Introduce yourself and learn names
 - Be available and approachable
 - Respond constructively to problems or questions

EXPERIENCE ORIENTED INSTRUCTION

- Links information being taught to real life
- Advances learners through stages of skill acquisition and reinforces learning
- *Tips for teachers*
 - Teaching a procedure
 - Describe the procedure, use, indications, contraindications...
 - Demonstrate it
 - Explain each step
 - Provide supervised practice
 - Give feedback
 - Be patient

ACTIVE LEARNERS

- Learners more motivated to learn
 - Attention is maintained
 - Retention is enhanced
- Engage in critical thinking and inquiry
- *Tips for teachers*
 - Provide participation: brainstorming, role-playing, demonstrating, questioning
 - Use open ended questions to promote critical thinking
 - Give learners time to think and respond
 - Relate new information to previous knowledge

WHAT IS EFFECTIVE FEEDBACK?

- Interactive process
- Reinforces positive behavior and things done well
- Critically assesses areas needing improvement
- Provides specific guidelines for the future (application of feedback)

NEXT STEPS

- After finishing this module, please complete the assessment
- There are other modules to study each designed to provide new teaching skills
- Every module is accompanied by an assessment

NEXT STEPS II

- Results of the assessments are automatically sent to the mailbox of the associate dean
- After all the modules and assessments are completed a certificate will be issued
- In addition, there is the *Clinical Teaching Perception Inventory* which everyone should register for (FREE) and take
 - URL for [*Clinical Teaching and Perception Inventory*](#)

NEXT STEPS III

- Please provide feedback to Graduate Medical Education at gme@medicine.unlv.edu