

CDU College of Medicine

June 7, 2023



Preparing Residents (and others)
as
TEACHERS



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Active Learning (and Teaching Others) Is Most Effective Learning

KNOWLEDGE RETENTION RATES

- Lecture 5%
- Reading 10%
- Audio-visual 20%
- Demonstration 30%
- Discussion Group 50%
- Practice by Doing 75%
- **Teach others**
(immediate use of learning) 90%

National Training Laboratories, Bethel, Maine



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HMS Academy

LCME Requires RAT (residents as teachers)

- **LCME Educational Directive 24:** “Residents ... must be familiar with the educational objectives of the course or clerkship and be prepared for their roles in teaching and assessment ... There should be central monitoring of the level of residents’ participation in activities to enhance their teaching and assessment skills. There should be formal evaluation [of these skills] with opportunities provided for remediation...if needed.”



The ACGME Requires RAT

- The **ACGME** considers teaching skills a core competency
- **Practice Based Learning and Improvement competency:** Residents must develop the skills to “participate in the education of patients, families, students, residents, and other health professionals.”



“DO’s” of supporting a positive learning environment

- DO introduce yourself to the students on your service and state your expectations for your work together.
- DO tell students you will help them to learn.
- DO tell students they can ask you questions.
- DO give students feedback in an effort to improve their performance.



“DON'Ts” in supporting a positive learning environment

- DON'T harass, belittle, or mistreat students, especially on the basis of gender, race, ethnicity, sexual orientation, or any other characteristics of the individual student.
- DON'T ask students to do personal favors or perform personal services.
- DON'T question, belittle, or challenge a student's specialty choice.
- DON'T give preferential learning opportunities to a student based on their specialty choice.



One Minute Preceptor

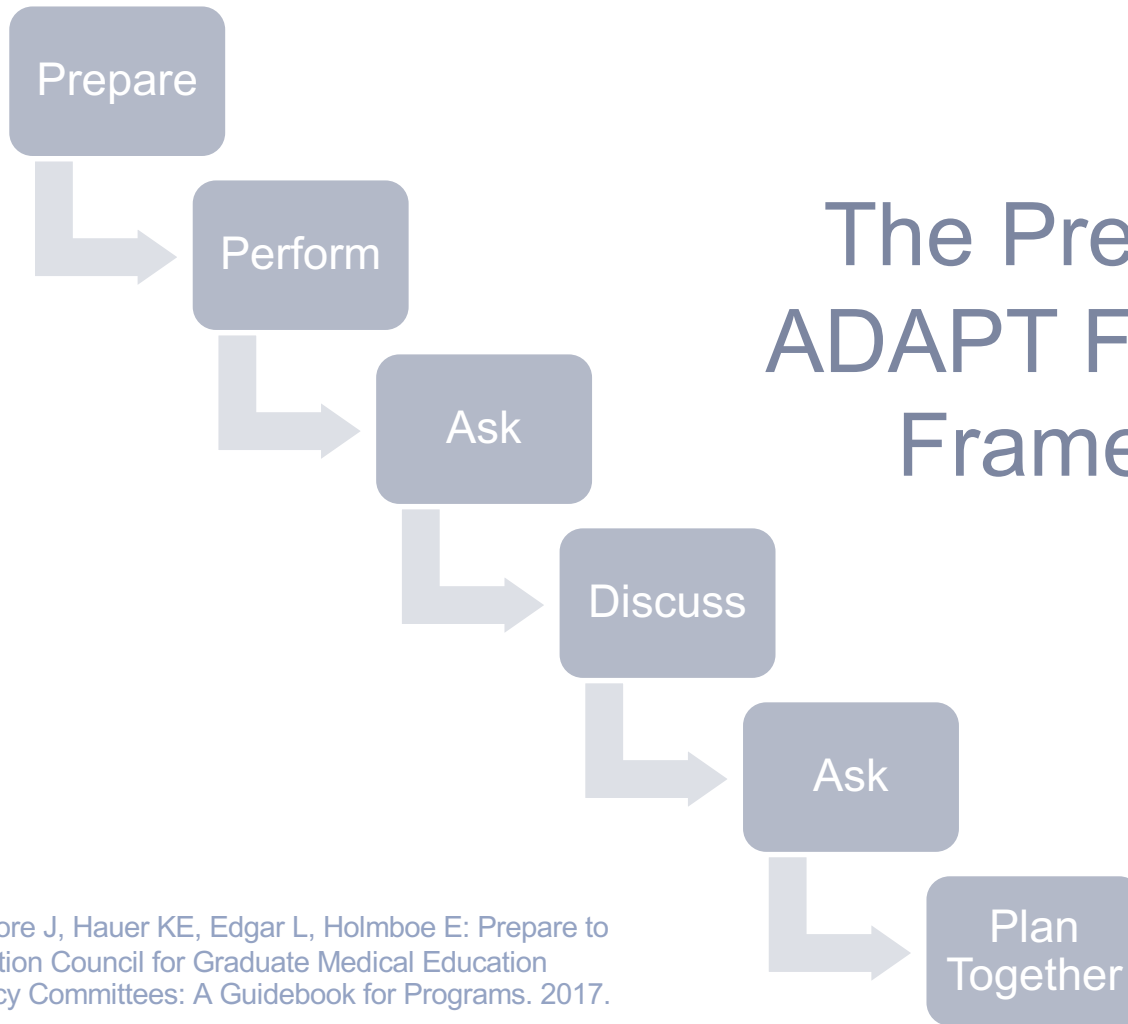
- Get a commitment
- Probe for supporting evidence
- Teach general rules
- Reinforce what was done right
- Correct mistakes



Remember: Avoid the Pitfalls

- Taking over the case
- Asking too many questions
- Not allowing sufficient wait time
- Inappropriately giving lectures
- Asking questions with preprogrammed answers
- Pushing the learner past his or her ability
- Not giving feedback (covered in another session)





The Prepare to ADAPT Feedback Framework

Andolsek K, Padmore J, Hauer KE, Edgar L, Holmboe E: Prepare to ADAPT. Accreditation Council for Graduate Medical Education Clinical Competency Committees: A Guidebook for Programs. 2017. 2nd Edition: 33-35.



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Prepare



Perform

ASK
DISCUSS

ASK
PLAN

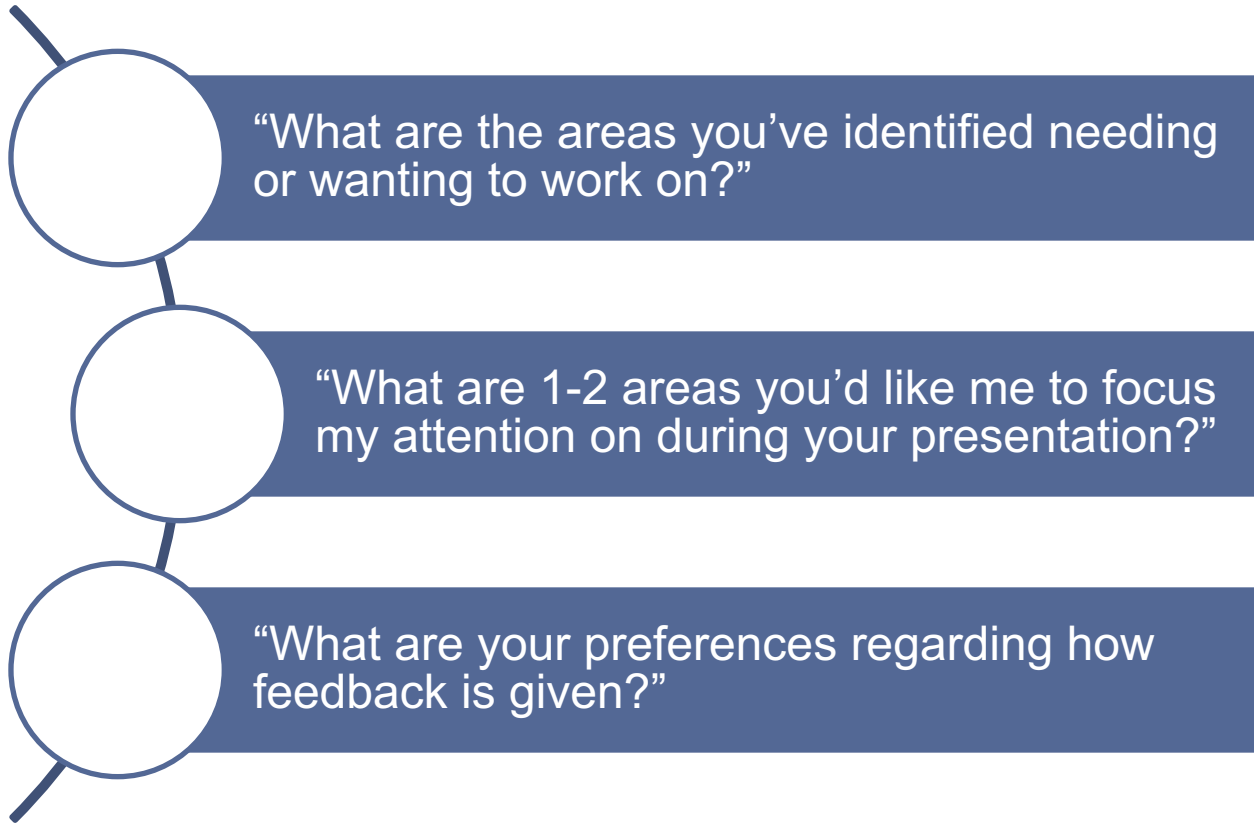
TOGETHER

- Support learner self-assessment
- Identify / set goals



- Identify a specific issue
 - Talking to patients
 - Oral Presentation
 - Physical Exam





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TOGETHER



- Ask the learner for their thoughts about their observed performance
- Wait for an answer



Self Assessment Requires Calibration

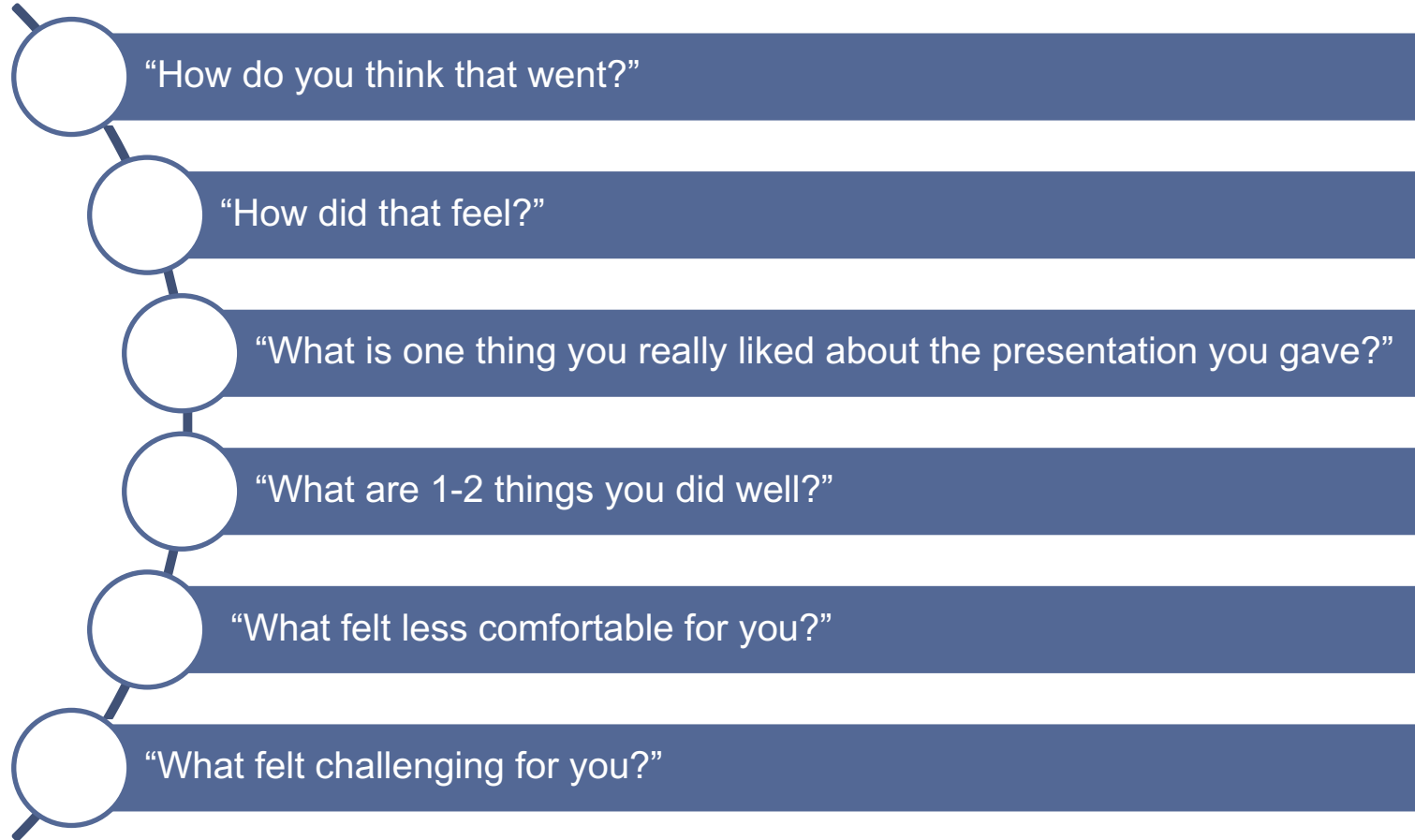


Davis D et al. JAMA. 2006; 296:1094-1102
Eva KW et al. Acad Med. 2005;80:S46-54



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- 
- “How do you think that went?”
 - “How did that feel?”
 - “What is one thing you really liked about the presentation you gave?”
 - “What are 1-2 things you did well?”
 - “What felt less comfortable for you?”
 - “What felt challenging for you?”



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Prepare

Perform

ASK
DISCUSS ←

ASK
PLAN

TOGETHER

- Use the “F” word to anchor the discussion

- Provide feedback on observed, modifiable, specific behaviors related to the task(s)

- Provide positive &/or constructive feedback

- Prioritized (2-3 points)



Limit the Quantity



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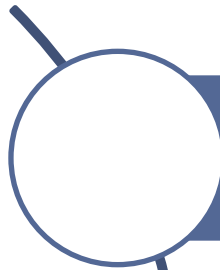
ASK
DISCUSS

ASK ←
PLAN

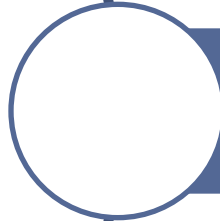
TOGETHER

- Ask the learner to clarify any points
- Confirm learners' understanding of the feedback
 - • •
- Create space for the learner to ask questions about & discuss the feedback





“What resonated with you about the feedback you received?” or “What are your thoughts about the feedback?”



“Did any of the feedback you were provided with surprise you?”



“Did anything strike you as something to focus on?”



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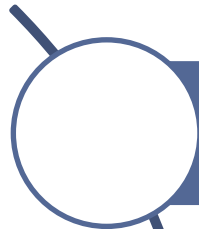
ASK
PLAN

TOGETHER

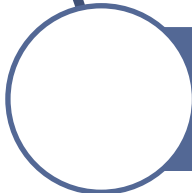


- Plan together action steps, strategies, and an accountability plan to get learner from point A to point B

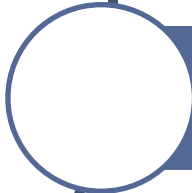




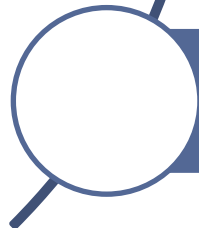
“What action might you take?”



“What is one thing you can do today?”



“Who/what might help you with this plan?”



“What might get in the way?”



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Learner Initiates	Prepare for the observation ⇓	Coach Initiates
<ul style="list-style-type: none"> • Reflect on learning goals. • Communicate your goals. 		<ul style="list-style-type: none"> • Reflect on program & learner goals. • Orient learner to expectations.
<ul style="list-style-type: none"> • Try to be natural 	Perform	<ul style="list-style-type: none"> • Try to be neutral
<ul style="list-style-type: none"> • Reflect on the observation • ASK for feedback 	Ask ↔	<ul style="list-style-type: none"> • Reflect on learner's readiness • ASK for his/her thoughts about the observation
<ul style="list-style-type: none"> • Have a conversation about the observation 	Discuss ↔	<ul style="list-style-type: none"> • Coach observed, modifiable, specific behaviors related to the task(s)
<ul style="list-style-type: none"> • ASK for clarification 	Ask ↔	<ul style="list-style-type: none"> • ASK learner to clarify points, as necessary
<ul style="list-style-type: none"> • Plan next steps with your coach 	Plan Together ↔	<ul style="list-style-type: none"> • Plan next steps with your learner



RAT will make our students (and residents) better physicians

- Residents are “front line” clinical teachers
- Residents spend up to 25% of time teaching
- Medical students attribute one-third of their knowledge to teaching from residents
- Residents offer unique perspective to link new clinical knowledge to recent experience
- Residents with better teaching skills will ideally lead to better physicians and health outcomes



Best Practice Checklist

Training Residents as Teachers

- ✓ New Housestaff Orientation in Teaching
- ✓ Didactic Curriculum in Teaching Skills
- ✓ Grand Rounds on Medical Education
- ✓ Evaluation of Teaching
- ✓ Certificate of Teaching
- ✓ Teaching Awards
- ✓ Faculty Development in Medical Education
- ✓ Program Evaluation/Climate

