



Residents as teachers (RAT) Fellows as clinical teachers (FACT)



*Design and implement
Surgical residents as teachers program*



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Outline

- ✓ Residents as teachers: why and how?
- ✓ Sharing experiences from Pediatric department

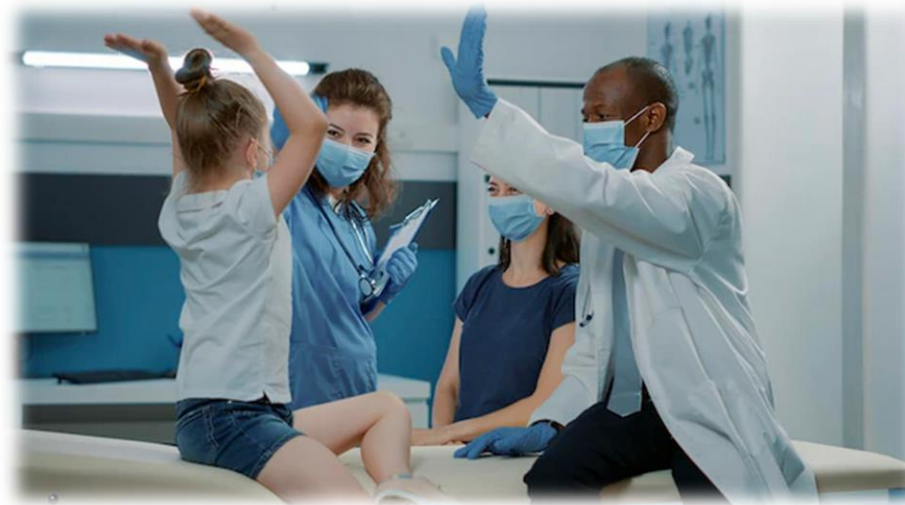
ทำไม Resident ถึงเป็นครูที่ดี ของนักศึกษาแพทย์ ?



ทำไมแพทย์ต้องสอน?

DOCTOR = to teach

- **Docere**, the Latin root of the word *doctor*, means *to teach*, and teaching is an intrinsic part of being a physician.
- Most physicians routinely teach their students, residents, colleagues, and patients.



Residents **regularly contribute to the education** of medical students and their fellow residents

- spend up to one-fourth of their time supervising, instructing, and evaluating students and junior colleagues.
- Teaching by residents is different from, and likely complementary to, that of their attending staff and faculty.
- Residents tend to teach
 - (1) different things (bedside skills and patient management rather than factual knowledge)
 - (2) in a different way (as near-peer teachers)
 - (3) at different times (teaching while on-call)

The impact of effective resident teaching goes beyond **medical students** and includes **effects on patients** but has particular benefits for **the residents themselves** and **the systems in which they work and learn**.

ทำไม Resident ถึงเป็นครูที่ดีของ นักศึกษาแพทย์

- มีเวลา ใกล้ชิดกัน ในการทำงาน
- วัยใกล้เคียง สนใจในสิ่งคล้ายกัน
- เข้าใจน้องนักศึกษาแพทย์มากกว่า
- เป็นแบบอย่างที่ดี (role model)

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Benefits for Students

- Nearly one-third of their learning in the clinical setting comes from residents.
- As near-peer teachers, residents are close enough to the students they teach to understand the optimal approach for them to learn.
- Residents can deconstruct performance on a clinical task and articulate the detailed steps to facilitate learning by novices and advanced beginners.
- Important role models for their junior colleagues, and students likely acquire **professional values and behaviors** from their resident supervisors.
- Positive experiences with resident-teachers and a perceived high quality of resident education is associated with high overall satisfaction with a clerkship rotation.
- Medical students' career choice has also been linked with good resident teaching in surgery.

Benefit for the Residents and the System

- Those who teach have increased enthusiasm for teaching and greater job satisfaction.
- Residents with higher-rated teachers tend to have better knowledge acquisition.

Joseph Joubert: **“to teach is to learn twice”**

- Residents with effective teaching skills may also have a positive effect on patient care.
- good patient communication skills have been associated with better clinical outcomes.

Improving Resident Teaching

- Address all the learning objectives of the medical students
 - programs to ensure residents are prepared to teach in **all the common content areas and key competencies** needed by the students.
- Teaching is one of the skill domains in competency frameworks, such as that of the Royal College of Physicians and Surgeons of Canada or the Accreditation Council for Graduate Medical Education
- the North American undergraduate medical education accreditation body requires programs and resources “to enhance the teaching and assessment skills of residents.”
- Residents need formal instruction, support, and mentoring to enhance their teaching skills.

Twelve tips for preparing residents as teachers

Tip 1: Identify the need

need for some preparation for teaching (voice/evidence for accreditation)

Tip 2: Lay the groundwork

Connect partnership between clinicians and educators

Connect with someone at the decision-making level

Tip 3: Plan the program

Identify the target audience e.g. Which year

Goals e.g. teaching skills, develop as educators

Work within the existing structure: Rotation

Twelve tips for preparing residents as teachers

Tip 4: Determine the content

- ✓ Gather **input from the target audience**
- ✓ Identify what residents do as teachers
- ✓ Select **educational content**: needs assessment
- ✓ Develop a curriculum plan and sequence: **link theory and practice, and enhance application of newly acquired learning**

Twelve tips for preparing residents as teachers

Tip 5: Choose teaching and learning methods

- ✓ include a variety of teaching and learning methods, and to demonstrate how they might be used to meet different educational goals. These methods included observation, reflection, small group discussions, practice teaching opportunities, and experiential learning.
- ✓ Utilize existing resources
- ✓ Include observation and reflection
- ✓ a medical-education project of personal interest: tutorial guidebook for students
- ✓ Provide individual experiences if possible

Twelve tips for preparing residents as teachers

Tip 6: Plan for authentic teaching practice

Assign teaching tasks

Tip 7: Build residents' awareness of themselves as teachers

reflections teaching regular

Tip 8: Anticipate challenges and plan

Tip 9: Gather feedback regularly

feedback sessions, and adjust the programme accordingly and evaluation at the end

Tip 10: Plan for follow-up

Twelve tips for preparing residents as teachers

Tip 11: Evaluate the program's effect

- ✓ how do such courses and learning opportunities affect the teaching behaviours of the participants, and the experience of their learners?
- ✓ Provide feedback to stakeholders

Tip 12: Have fun

- ✓ Include time for talking and connecting
- ✓ the **building of an educational community** within which to discuss teaching is critical.
- ✓ **Fun: relaxed, and to support interaction** among the residents



Teaching Skills - Residents as Teachers

ACGME Competencies

- Teaching activities may include, but are not limited to, clinical teaching, role modeling, and interactive workshops.
- Program directors **must document inclusion of a formal teaching curriculum and assessment of resident and fellow performance** (e.g., how does the resident/fellow give feedback to a family/patient). This documentation should be evident in the curriculum and in the semi-annual evaluation of the resident/fellow performance.
- Develop and implement the **Practice Based Learning and Improvement competency** within their program or institution in the following areas:

Teaching Skills - Residents as Teachers

ACGME Competencies

- ✓ UMMC's Anesthesiology program conducts **a resident retreat**: Residents participate in discussions and other learning activities related **to teaching skills**, time management, and team-building exercises
- ✓ UMMC's Internal Medicine program holds **an annual educational retreat for rising senior and rising chief residents**. During the **day-long session**, residents participate in workshops on enhancing their skills in a variety of areas, including **giving effective feedback, making work rounds work more effectively, teaching medical students, encouraging professionalism during their daily work routine**, leading inpatient teams, infusing evidence based medicine into their clinical activities, ensuring effective sign-outs and hand-offs, and enhancing teamwork.
- ✓ UMMC's Pathology program developed **a "hot seat" rotation** where the senior residents must demonstrate skills in prioritizing making diagnostic decisions, and **teaching other trainees, while attending physicians supervise the residents' abilities to practice at a more independent level**. For more information, please contact the UMMC's GME Department.
- ✓ UMMC's General Surgery program instituted **a "Chief School"**, a series of weekly seminars lasting eight weeks, with the focus of professionalism, team building and leadership. For more information, please contact the UMMC's GME Department.
- ✓ The Alliance for Academic Internal Medicine has developed curriculum modules for Residents as