

Teaching Residents to Teach: Enhancing the “Near Peer” Experience

4/2/2016



STFM GME Committee

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Agenda

- Define the need for residents as effective teachers
- Describe the basic skills residents need to be able to teach
- Explore more advanced skills for residents as teachers
- Examples, practice, and take-home materials

Background

- How many present have formal education for residents on how to teach?
- How many hours?
- How many years been doing it?
- Successful?

The surveys say.....

- 2001 – 52% family medicine residencies offered structured “residents as teachers” training
- 2014 – 85% (CERA survey, 50% response rate)
 - University and university-affiliated programs more likely to offer structured instruction compared to community programs ($P=.008$).
 - Mandatory
 - Almost 8 hours

Morrison EH, Friedland JA, Boker J, et al. Residents-as-teachers training in US residency programs and offices of graduate medical education. *Acad Med* 2001 Oct;76(10 Suppl):S1-S4.

Morhaf A, Davies, MK, Busha, ME,; Oh, RC. Resident-As-Teacher in Family Medicine: A CERA Survey June 2015;47(6);452-8

Why Should We Educate Residents to be Teachers?

- Too many medical students for faculty to teach alone
- Much formal and day-to-day teaching of junior residents done by other residents
- Effect of ACGME duty hours
- Learners often seek teaching from “near peers”
- Future of academic medicine
- Anything else?

Basic Resident Teaching Skills and Knowledge

- Starting off right (learning environment)
- Developing characteristics of effective teachers
- Setting goals for the learner
- Using open-ended questions
- Incorporating quick methods of teaching (microskills)
- Giving effective feedback

Starting Off Right

- Create a safe learning environment (encourage questions, OK to be wrong)
- “Your effectiveness as a teacher is linked to the quality of the relationships you develop with and among your learners”
- “Your success...affects
 - what your learners are willing to share
 - how seriously they take advice
 - how much they learn”

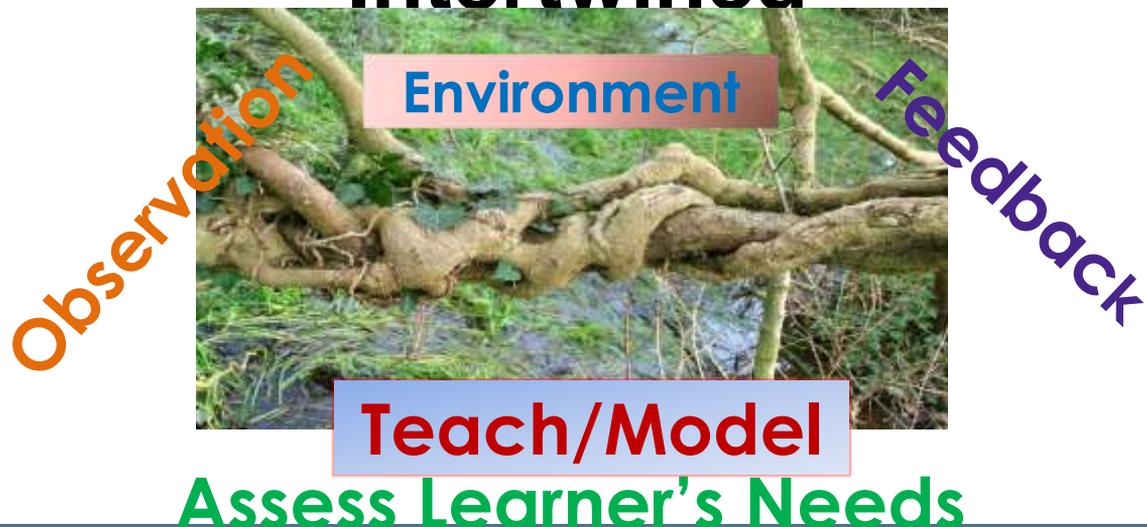
Collaborative Clinical Teaching, Westberg & Jason

Starting Off Right

- Present the big picture of the rotation/experience
- Ground rules
- Expectations – Dos and Don'ts
- How will feedback be given?
- How will learner be evaluated?
- Create a sense of excitement!

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Intertwined



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Characteristics of Teachers

- Ineffective teachers
 - Lack enthusiasm
 - Are interested in topic to exclusion of learner
 - Make unclear/unreasonable demands
 - Provide little support
- Effective teachers
 - Are enthusiastic
 - Are interested in learners' success
 - Expect participation and high performance
 - Support learners

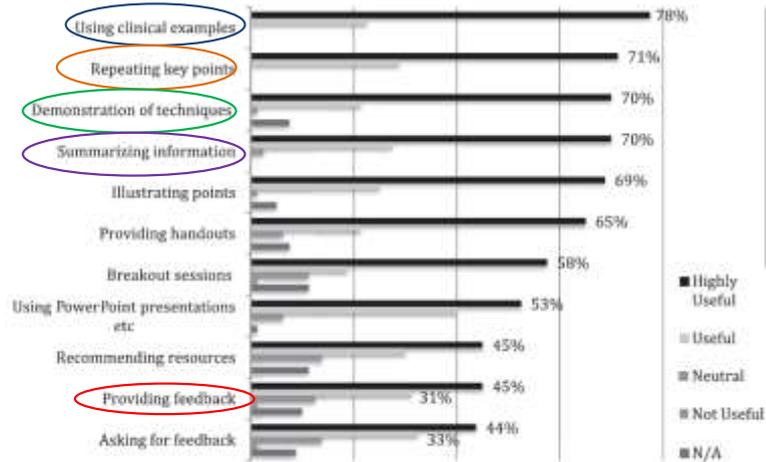
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But what do students value in residents?

- Survey – medical students in Canada, several medical schools
- Rated residents on teaching techniques and qualities

Melvin L, Kassam Z, Burke A, Wasi P, Neary J. What makes a great resident teacher? A multicenter survey of medical students attending an internal medicine conference. JGME. Dec 2014; 694-7.

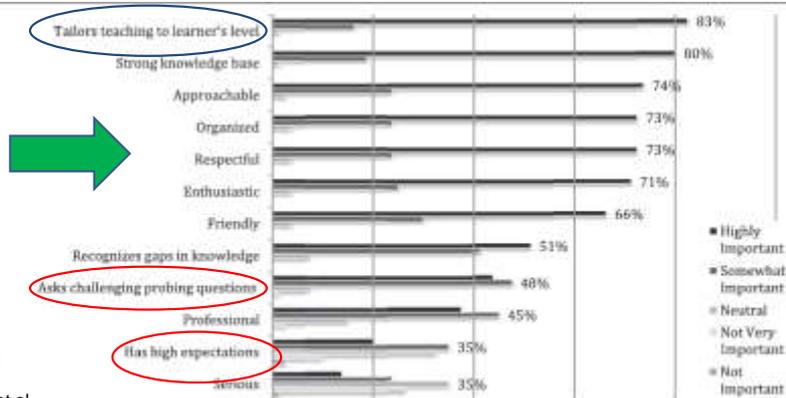
Most useful teaching techniques



“What makes a great resident teacher”.
Melvin L, Kassam Z et al.
JGME Dec 2014 p.694-7

FIGURE 1 RESIDENT TEACHING TECHNIQUES

Most important teaching qualities



“What makes a great resident teacher”.
Melvin L, Kassam Z et al.
JGME Dec 2014 p.694-7

FIGURE 2 RESIDENT TEACHER QUALITIES

The RIME Model

- **Reporters** can accurately gather information through history taking and physical exam, and can accurately report the information through presentations or write-ups.
 - Generally third and early fourth year medical student
- **Interpreters** understand the clinical significance of the information obtained, and can generate a short differential diagnosis and prioritize problems.
 - Generally advanced medical student/intern level

The RIME Model

- **Managers** can generate a reasonable diagnostic plan to deal with outstanding questions, and a therapeutic plan to solve problems.
 - Early residents
- **Educators** have risen to the level where they can identify knowledge gaps in others and effectively fill those gaps.
 - Upper level residents

Setting Goals for the Learner

The 3 steps of setting goals

1. Define the goals for the learner (using the RIME Model)
2. Communicate these goals to the learner
3. Ask the learner for their own goals

Using Open Ended Questions for Teaching

What would you do differently if...?

What have you considered so far?

What else does this bring to mind?

What else might be contributing to this?

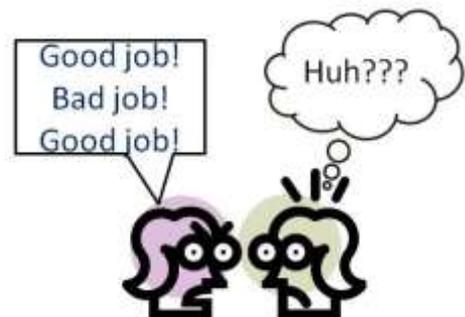
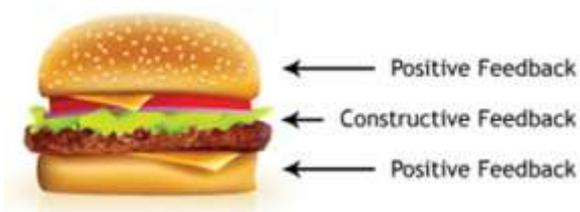
Why is this the best... (drug, course of treatment, etc.)
for this situation?

Models of Feedback

- The Feedback Sandwich Model
- The Ask-Tell-Ask Model



The Feedback Sandwich Model



Ask – Tell – Ask Method

- **Ask** learner to assess own performance first
- **Tell** what you observed using specific examples
- **Ask** about understanding and strategies for improvement

Models of “Quick” Teaching Methods

The One Minute Preceptor Model

One Minute Osteopathic Preceptor

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One Minute Preceptor

1. Get a commitment



2. Probe for supportive evidence



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One Minute Preceptor



- Teach general rules



- Provide positive feedback



- Correct mistakes

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Activity to use with your residents

Activity #1

- Divide into Groups
 - Student (first name is first alphabetically)
 - Resident (first name is second alphabetically)
 - Observer(s)
- Scenerio
- DO IT POORLY!

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What characteristics did you do or observe to be a “bad” teacher?

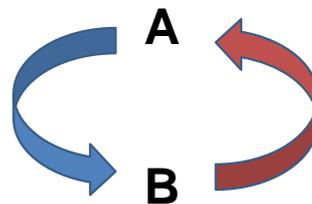
DISCUSSION

Resident as Teacher Example #1

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Feedback

- **Feedback** is the control of a system by reinserting into the system the results of its performance.



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Feedback In Teaching/Coaching

- Giving specific information about a person's current behavior in order to help them either continue or modify the behavior.
- Providing information by the observer to the performer about the performance, without judgment about quality

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Components of Effective Feedback

- Specific
- Performance-based
- Descriptive
- Focused on the behavior, not the learner
- Based on observations
- Uses "I" statements
- Balanced
- Regular part of teaching process
- Well-timed
- Appropriate venue (negative feedback in private)
- Brief and focused
- 2-way communication between learner/teacher

Exercise #2

- Divide into Groups
 - Rotate roles
 - Student (first name is last alphabetically)
 - Resident (first name is first alphabetically)
 - Observer(s)
- Scenerio
- DO IT WELL THIS TIME!

What characteristics did you do or observe to be a “good” teacher?

DISCUSSION

Resident as Teacher Example #2

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Advanced Resident Teaching Skills

- Small group teaching
- Large group teaching
- Bedside teaching
- Adult learning theory (Knowles)
- Assessing own teaching style
- Use of Objective Structured Teaching Exams (OSTEs)

Discussion



Curriculum resources

- MedEdPortal (AAMC) – powerpoints, on-line learning modules, videos
- STFM Resource Library (old FMDRL) – These videos and cases, other's presentations

During the break...

- Discuss / think about how you might implement the information you just heard.
- Fill out a session evaluation.

QUESTIONS?



References

- American Academy of Pediatrics. Residents as Teachers Handbook.
- Melvin L, Kassam Z, Burke A, Wasi P, Neary J. What makes a great resident teacher? A multicenter survey of medical students attending an internal medicine conference. JGME. Dec 2014: 694-7.
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- Morrison EH, Hafler JP, Yesterday a Learner, Today a Teacher Too: Residents as Teachers in 2000. Pediatrics. 2000;105(1):238-41.
- <http://residentteachers.usc.edu/intro.htm>



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