

# Residents as Educators Program

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## Objectives

- Outline educational program standards
- Discuss residents' roles as teachers and evaluators
- Identify what others are doing
- Overview of the "Residents as Educators" program at UF COM

## Educational program standards

- UF needs to be compliant with two educational program standards:
  - ◇ UGME ⇒ LCME
  - ◇ GME ⇒ ACGME

## Liaison Committee on Medical Education (LCME)

- C. Teaching and Evaluation
  - ED-24. Residents who supervise or teach medical students, as well as graduate students and

postdoctoral fellows in the biomedical sciences who serve as teachers or teaching assistants, must be familiar with the educational objectives of the course or clerkship and be prepared for their roles in teaching and evaluation

## The ACGME general competencies :

- patient care,
- medical knowledge,
- [practice-based learning](#)
- interpersonal and communication skills
- professionalism,
- systems-based practice

## Residents' Roles as Teachers and Evaluators

- 1/3 of medical students knowledge came from working with residents. (Bing-You, 1992)
- Medical students received 2.8 hours teaching per day from residents. (O'Sullivan et al 1997)
- Medical students correlate overall satisfaction of clerkship experiences with resident teaching (Xu et al 1998)
- 35% medical students identified a resident as a role model. (Wright)

## Residents' Roles as Teachers and Evaluators

- Possessing good clinical skills is not enough:  
diagnostic and procedural skills  
= skills used to teach
  
- ⇒ basic understanding of educational theory and  
training required to teach effectively

Irby DM. What Clinical Teachers in Medicine Need to Know. Acad Med 1994;610.  
Busari JO, Scherpbier AJ. Why residents should teach: A literature review. J Postgrad  
Med 2004;50:205-210

## **More can be done to prepare residents for their role:**

- U of C survey, N=161 Residents (2001)
- 76% did not have any training to teach
- 58% agreed that “good resident teaching” was  
valued by their department
- 28% felt informed about what students were  
expected to know or be able to do
- 21% agreed that they received feedback from  
faculty about teaching skills

Dr. Leslie Swodnik, [www.facdev.med.ubc.ca](http://www.facdev.med.ubc.ca)

## **Barriers to Resident Teaching**

- Poor role models
- Little if any formal education
- Unfamiliar with formal “curriculum”
- Unfamiliar with learners’ needs

- Little if any feedback to help refine teaching skills
- Ambulatory education of medical students
- Hospital experience
- Juggling service commitments
- Knowledgeable medical students may be highly critical of near peers
- Because residents are inadequately prepared for their teaching responsibilities.

## What others are doing:

- [http://www.facdev.med.ubc.ca/educ\\_devel/meded\\_elective.html](http://www.facdev.med.ubc.ca/educ_devel/meded_elective.html)
- <http://www.cincinnatichildrens.org/ed/clinical/grad/faculty/residents.htm>
- [http://www.ucihealth.com/News/Releases/survey\\_teachertraining.htm](http://www.ucihealth.com/News/Releases/survey_teachertraining.htm)
- [AMA \(Medical Schools\) The Resident as Teacher](#)
- <http://www.ucimc.netouch.com/Others/MountSinai/Handout%20for%20Residents%20RTDP.pdf>
- [http://www.facdev.med.ubc.ca/educ\\_devel/meded\\_elective](http://www.facdev.med.ubc.ca/educ_devel/meded_elective).

## **Residents as Educators (RAE) Program at UF COM**

Goal:

- improve the teaching skills of residents, thereby enhancing the educational experience of both residents and medical students throughout their clinical training

## **RAE PGY-1 Workshop:**

ROLE MODELING, LEARNING CLIMATE,  
EVALUATION AND FEEDBACK

## **RAE PGY-1 Workshop**

### **Learning Objectives:**

At the conclusion of the workshop, a resident will be able to:

- State the importance of establishing a positive learning climate for learners.
- Identify components of productive learning climate
- Report how role modeling is a form of teaching
- Articulate a working definition of feedback
- Describe differences between feedback and evaluation.
- Outline the characteristics of effective feedback
- State the importance of setting a learning agenda for giving formative feedback
- Outline the barriers and solutions to effective feedback
- Demonstrate effective feedback skills in small group exercises

### **PGY-1 Workshop:**

- Introductions
- Role Modeling Self-Instructional Packet (SIP)
- Ice Breaker
- Role Modeling Trigger tapes and discussion
- Role Modeling Case Discussion
- Break
- Learning Climate Video I (Ferris Bueller)
- Learning Climate SIP

- Learning Climate Video II and discussion
- Learning Climate Case Discussion
- Role Modeling & Learning Climate Wrap Up

## **PGY-1 Workshop: Part 2**

- Evaluation Video
- Evaluation Self-Instructional Packet
- Evaluation Role Play
- Feedback Video I
- Feedback Self-instructional packet
- Feedback Video II and Discussion
- Feedback role-plays
- Evaluation Video
- Evaluation/Feedback Wrap-up
- Evaluation of Session

## **RAE PGY-2 Workshop**

### **Learning Objectives:**

At the conclusion of the workshop, a resident will be able to:

- Articulate a working definition of feedback
- State the importance of setting a learning agenda for giving formative feedback
- Describe effective components of giving feedback.
- Outline the barriers and solutions to effective feedback
- Demonstrate effective feedback skills in video-recorded exercises and feedback session

## **RAE PGY-2 Workshop**

### Feedback Workshop:

- Consists of one four-hour afternoon workshop early in the fall of the PGY2 year
- Focuses on the concept of effective feedback and evaluation

### Schedule:

- 1:00 -1:30pm      Feedback Exercise: Harrell Center  
Standardized Student Interactions
- 1:30 – 2:15pm      Giving Effective Feedback: concepts

and strategies

- 2:15 – 2:30pm Break
- 2:30-4:20pm Small group discussion with faculty facilitator reviewing video- recorded interactions
- 4:20-4:30pm Wrap-up and program evaluation form completion

## Successes to date:

- Fall 2004
  - ◇ 56 residents from 7 different specialties completed the RAE PGY-2 program
- Spring 2005
  - ◇ 40 residents scheduled to participate in the PGY-1 program (Med, Surg, CHFP)
- Summer 2005
  - ◇ Anesthesiology, Peds, Neurology

## Future plans:

Increase faculty participation

Medical education elective

Identify most effective strategies/components

Demonstrate outcomes of RAE intervention

## Challenges

- Resident-work hour limits
- Competing activities

- View RAE as a valuable exercise
- Cost of Standardized-students and OSTE
- Faculty time commitment