



Introduction

Residents as Teachers - RATS

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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 UNSOM

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 directors assessment
 - Students do not always have correct perception of teaching
 - Recognize that teaching occurs in many settings

Residents as Teachers



- ▶ 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



- ▶ 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



- ▶ 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



- ▶ 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



- ▶ UNSOM has developed a program to recognize resident accomplishments
 - Departmental 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 UNSOM'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.

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 and 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

Effective Feedback



- ▶ Interactive process
- ▶ Reinforces positive behavior and things done well
- ▶ Critically assess 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: www.residentteachers.com/intro.htm

Next Steps III



▶ Please provide feedback to:

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Please click on the
link below to take the assessment



[RAT Introduction Assessment](#)