# Core Curriculum

Core curricular objectives may be grouped into 6 educational topics. The sequence of these topics reflects the increasing teaching responsibilities of residents within their programs.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Learning Outcomes</th>
<th>Content</th>
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| **Introduction to teaching** (30 min module completed in July/Aug by all incoming residents) | a. Describe the unique challenges and opportunities of being a resident teacher  
b. Identify one strategy for giving feedback  
c. Apply the steps for effective observation and feedback  
d. Describe the principles and resources that support healthy teacher-learner relationships | • Opportunities/challenges of a resident teacher  
• Shared learning goals  
• Direct observation  
• Purpose of feedback  
• Ask-Tell-Ask tool  
• Residents role in a health learning environment |
| **Effective presentations** (1 hr)    | a. Deliver a presentation which is objective-driven, engaging, and uses interactive strategies for deeper learning | • Information processing theory to reflect on how people learn from lectures and how to facilitate the learning of others when lecturing.  
• Characteristics of effective lectures and lecturers  
• Lecture goals, structure, delivery, interactive lecturing strategies |
| **Effective and efficient clinical teaching** (1 hr) | a. Determine the learning needs of students and develop an educational plan  
b. Apply time-saving strategies to teach in a busy clinical setting | • How to take an educational history  
• How to set up an educational plan  
• Task specific teaching  
• Teaching with patients  
• Question use when teaching students around patients |
| **Clinical reasoning/critical thinking skills** (2hrs) | a. Facilitate clinical reasoning/critical thinking skills using effective questions  
b. Use models for teaching clinical reasoning on the run | • Compare and contrast how experts and novices think  
• Clinical reasoning definition and framework for diagnostic and therapeutic reasoning  
• One minute preceptor/SNAPPS  
• Chart stimulated recall |
| **Direct observation and feedback** (2 hrs) | a. Practice skills for direct observation  
b. Provide effective feedback | • How to set up an goal oriented observation  
• Principles of feedback  
• How to give effective objective, specific behavior based feedback |
| **Patient education** (1 hr) | a. Educate patients effectively | • Patient education strategies  
• Role of effective patient communication/educational skills and patient adherence |