

# Setting the scene for enhanced engagement with Residents as Teachers

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## Background



Residents are often tasked with teaching medical students soon after residency begins.



Residents as Teachers (RaT) at the University of British Columbia is a 6-topic curriculum on teaching that programs deliver over the course of residency to build their teaching skills.<sup>1</sup>



To bridge the gap between the immediate assignment of students and the start of RaT, we developed an introductory online module to support residents with knowledge to inform their clinical teaching,



The module was introduced to the residents and feedback was collected.

## The module

For a tour of the module, go to <https://vimeo.com/291011817>

RaT: Introduction to Teaching

[https://connect.ubc.ca/courses/1/WS.UBC.MED.ResidentsAsTeachers-FacDev/content/\\_4788528\\_1/index\\_lms\\_ht](https://connect.ubc.ca/courses/1/WS.UBC.MED.ResidentsAsTeachers-FacDev/content/_4788528_1/index_lms_ht)

RaT: Introduction to Teaching

Residents as Teachers

Introduction to Teaching Module for Residents as Teachers (RaT)

(Press Next to continue)

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Menu Resources

- Becoming a Resident Teacher
  - The Resident Teacher
  - Transition to Teaching
  - Most Valued Resident Teacher
  - Medical Learner Perspective
  - Your Expectations Teaching
  - Resident Teacher Benefits
  - Resident Teacher Challenges
  - Targeted Teaching
  - Teaching Approach: Cheerleader
- Strategies for Clinical Teaching
  - One Minute Preceptor
  - Video Example
  - Using the One Minute Precept
- Approaches to Effective Observation
  - Observation and Feedback
  - What is Direct Observation?
  - Steps for Direct Observation
  - What is feedback?
  - Qualities of Effective Feedback
  - Thinking about your Observations
  - Direct Observation Activity
  - Fill in your Observations
  - Giving Feedback
- Teacher - Learner Relationships
  - Healthy Learning Relationships
  - The Learner - Teacher Relationship
  - Your Role in Learner - Teacher

4 main topics

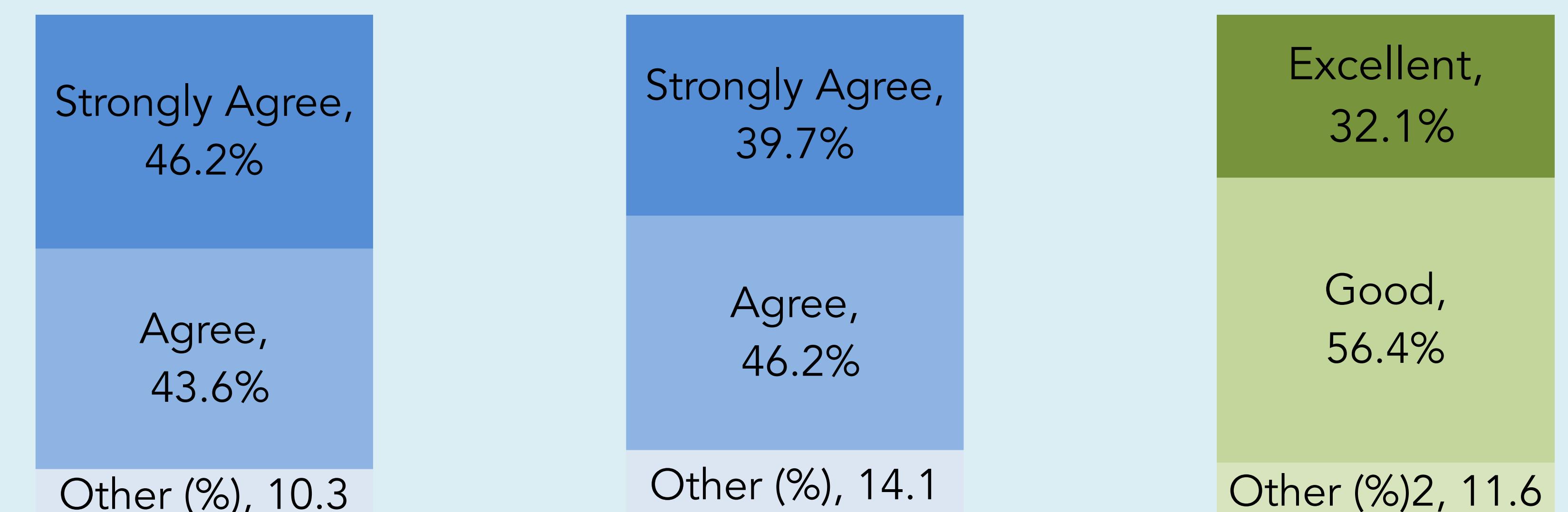
Includes videos and exercises

## Methods

- The RaT Introductory module was developed based on fundamental faculty development topics<sup>2</sup> with input from residents.
- All incoming residents during 2017-18 were asked to complete the module within 6 weeks of starting their residency program.
- Completion of the module was tracked electronically.
- At the end of the module, residents were asked to complete a voluntary and anonymous feedback survey on their satisfaction with and extent of learning from the module.

## Results

In both 2017 and 2018, 100% (2017 N=353; 2018 N=411) of the residents completed the module within the first two months of residency. Their feedback on the module for 2018 is outlined below:



I am confident that I will be able to apply what I have learned to my teaching

The module content built on and extended my previous knowledge about the subject

Overall Quality of Module

## Conclusions

- The RaT module is equipping residents with tips on how to teach soon after residency begins.
- Most residents provided positive feedback on the RaT module and took away teaching techniques that they could apply. Future iterations of the module will incorporate resident feedback, including adding examples of teaching different levels of students and examples of giving effective feedback.
- Residents completed the module within 20-50 minutes.
- It is likely that early engagement with residents on teaching can set the scene for deeper reflection and activity with the RaT program later in residency.
- Over time, we expect to see a culture of teaching within the programs.

## References

- Residents as Teachers. <https://facdev.med.ubc.ca/residents-as-teachers/>. Accessed Sep 5, 2018
- Core Faculty Development Program. <https://facdev.med.ubc.ca/core-faculty-development-program/>. Accessed Sep 11, 2018

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