# Residents as Teachers:
# Interactive, Asynchronous Professional Development to Improve Teaching in Clinical Settings

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## Introduction

While residents receive extensive training in clinical practice, they receive little, if any, training as teachers. We recognize that they have little time to spend learning how to teach effectively. Yet the effectiveness of their teaching has far-reaching implications for preparing students to be high quality physicians. Our project seeks to address the challenge of preparing residents as teachers in a way that makes this professional development feasible for residents. The main goals of our Residents as Teachers program include:

- Residents view themselves as teachers and learn effective teaching skills.
- Students receive an improved educational experience in clinical settings.
- Fulfill and exceed Liaison Committee on Medical Education (LCME) requirements & Accreditation Council for Graduate Medical Education (ACGME) accreditation standards.

## Module Development

Through the creation of online modules, our project provides high-quality, ongoing, accessible, succinct, asynchronous professional development on effective teaching for residents in our seven community medical campuses dispersed throughout Michigan. Rather than a passive experience, each module includes activities that require participants to actively engage in the content.

The modules were created by scholars who have deep knowledge in teacher preparation and experience in applying principles of learning to teach in a medical education context. Prior to the, these scholars observed residents and clinicians in their work with students in in-patient and out-patient settings. These scholars used the clinicians' insights, the field observations, and their expertise in teaching and learning to identify topics critical to student learning in clinical settings. These topics resulted in the following eight modules:

- Why Teach? The Benefits of Being a Learner, Clinician & Teacher
- Creating a Productive Learning Environment
- Promoting Students' Professional Growth During Difficult Conversations
- Addressing Implicit Bias to Teach All Learners
- Teaching Clinical Reasoning through Transparent Thinking
- Formative Feedback: Guiding the Learner towards the Learning Goal
- Effective Questioning
- Proactive Precepting & the One-Minute Preceptor

## Next Steps

Throughout development, our team has sought feedback from various stakeholders. Additionally, each module has an assessment that requests participants' feedback on the content and quality of the module. This feedback will be used to make improvements to the modules. The first seven modules were launched in July 2021. We will gather feedback to determine how the modules can be improved and what additional topics should be covered. We are also developing a progress tracking system and a method for recording participant performance on the activities embedded in each module.
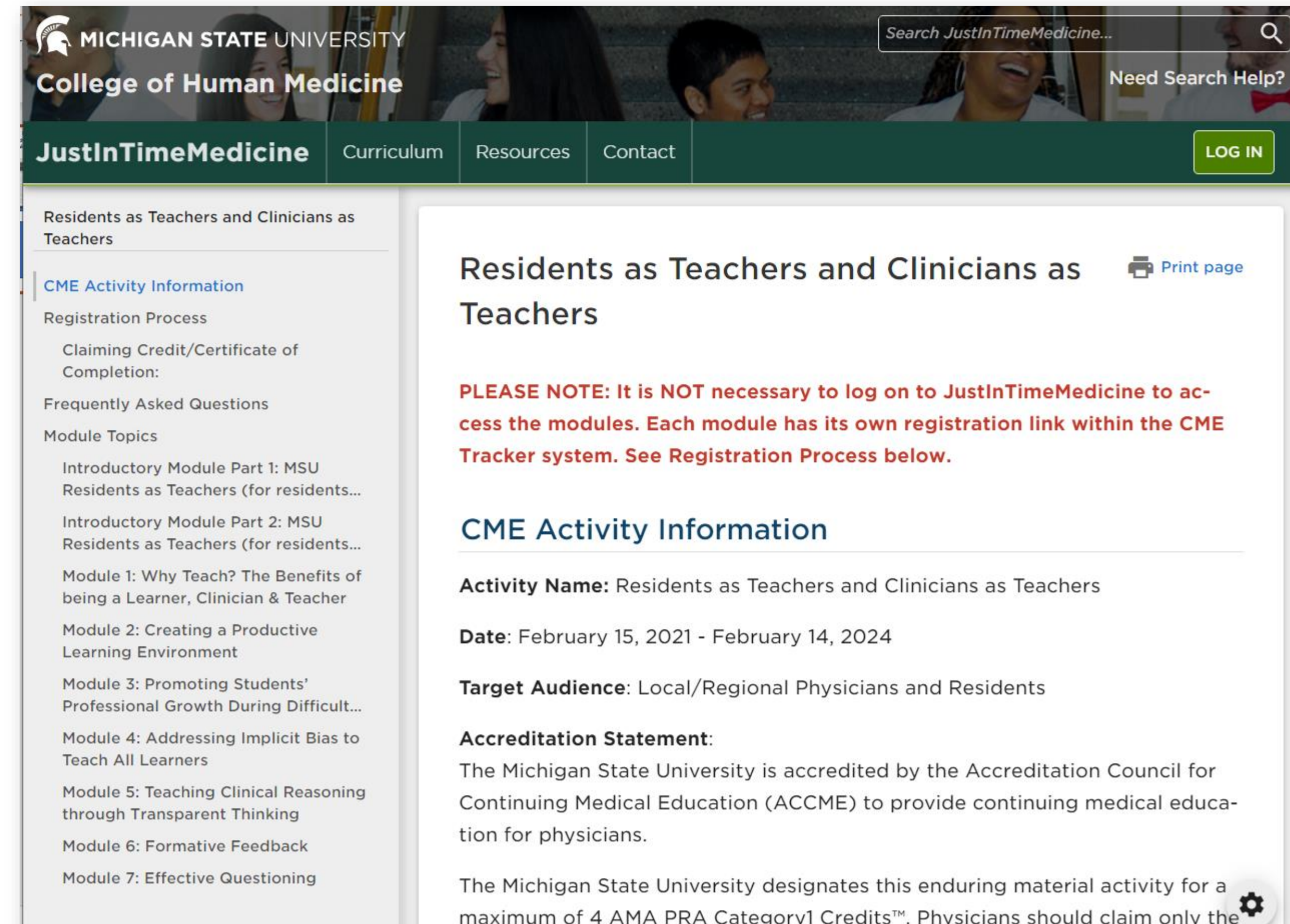


Residents as Teachers and Clinicians as Teachers homepage on the Just In Time Medicine platform



Module 1 – Beginning of course screen
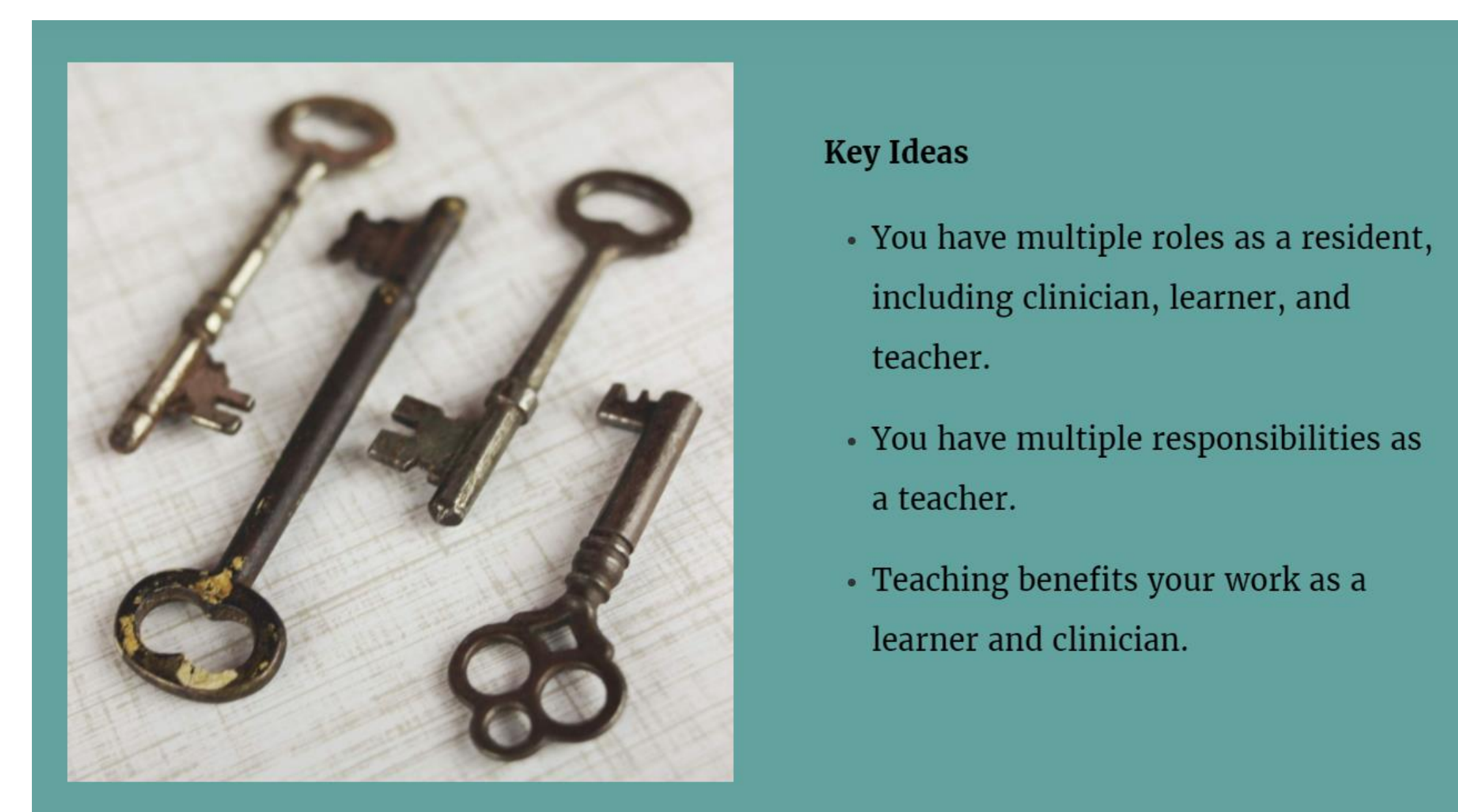


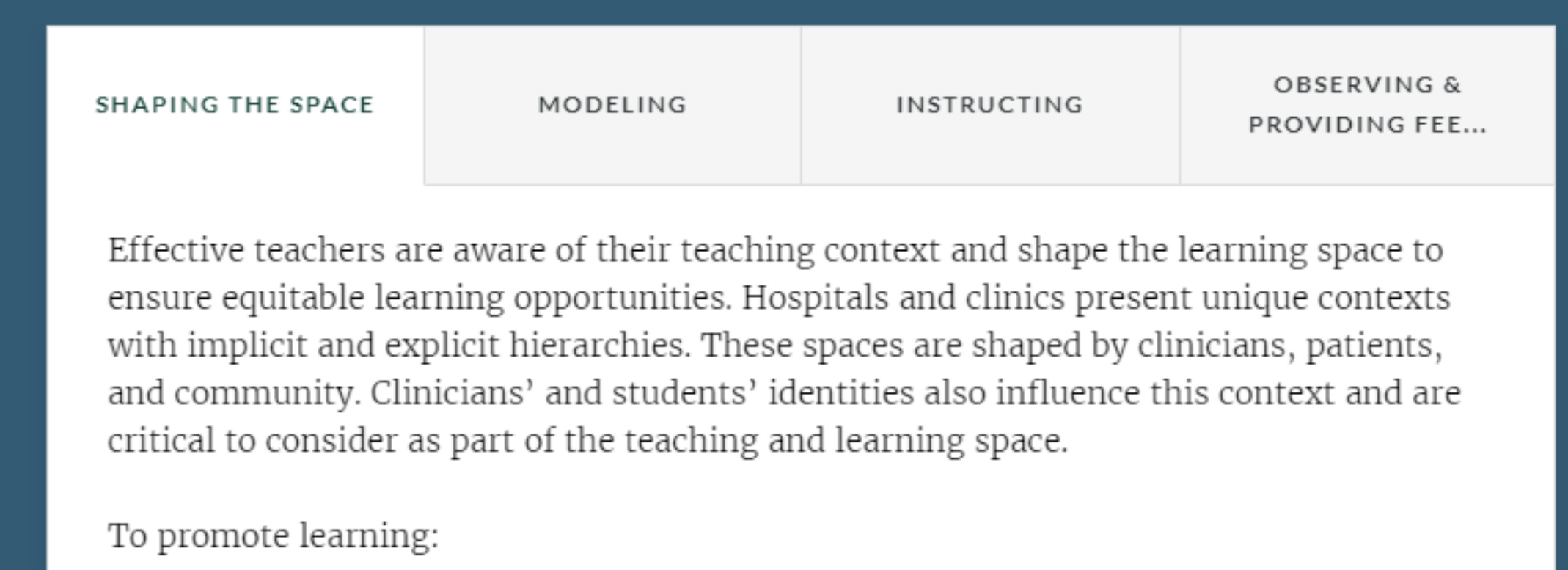A summary of the key ideas presented in Module 1



Avatar narrator guides learners through the modules, highlighting key concepts and providing teaching tips. (All videos include captioning.)



One of the many interactive elements contained within a module that asks learners to reflect and/or self-assess.



Learners scroll through content by lesson or section, progressing through the module once all activities in a section have been completed. Content includes concepts and concrete examples.