

Physicians' Identity as Small Group Teachers

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INTRODUCTION

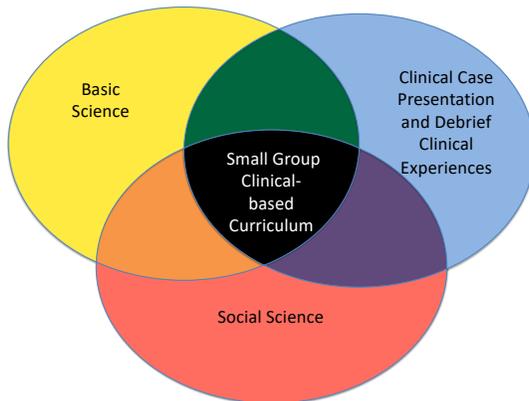
Problem

- Shift from lecture to small group integrated learning¹
- Change in teaching responsibilities – facilitating group discussion, posing questions, integrating physician clinical expertise, letting students discover and learn together, apply knowledge to clinical cases and clinical experiences
- Teacher identity conceptions are important to success of medical education²
- Our **purpose** was to understand how clinician educators describe their professional identity as teachers in a new small group curricular context and explore factors that shaped their professional identity

CONTEXT

Shared Discovery Curriculum

- First and second year medical students learn in small groups of 7-8 students
- Student-centered learning
- Students asked to integrate basic, clinical, and social sciences to apply to clinical cases and clinical experience
- Groups facilitated by clinician educators with support from basic or social scientists
- Faculty meet regularly in a Learning Society Academy



METHODS

Data collection:

- 30-40 minute semi-structured interviews with 16 clinician educator fellows
- Asked questions such as
 - Describe a time when you thought you were effective as a teacher
 - What do you think about or do when planning or teaching?

Qualitative data analysis:

- Initial group coding on two interviews – formulate codes
- Two researchers coded the same two interviews for inter-rater reliability - revised codes to the final coding framework
- Analyzed how interviewees' defined their roles and factors contributing to their professional identity development

REFERENCES

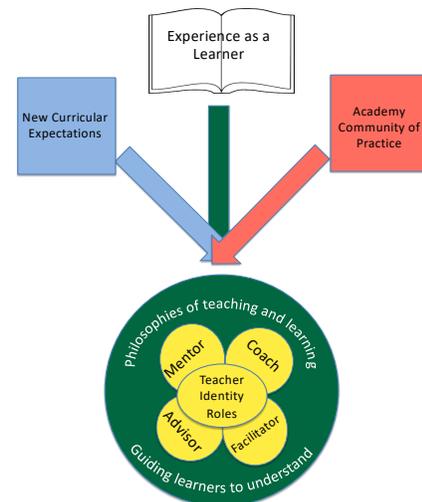
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FINDINGS

Describing Professional Identity as Teachers

- **94%** of the clinician educator fellows stated they weren't content experts, but their role was to help students connect basic science to clinical cases or clinical experiences
- **100%** of the clinician educator fellows described multiple roles in their teaching identity including facilitator, coach, advisor, mentor

Factors Shaping Teaching Identity



EXPERIENCE AS LEARNER: "I learned pretty quickly that [the way I was taught during residency] wasn't going to work. It was not a good way to be an effective teacher...[Now I use] my own experience, but also the resources that the students are offered...and guide instead of push. That was really kind of eye-opening for me because I had not thought about different types of teaching." – K. Anderson

PHILOSOPHY OF TEACHING: "Studies show that the old method of just memorizing and just repeating is very ineffective. But rather understanding is more effective. So if we can help the students become better learners through understanding, I think that's what makes an effective teacher." – M. Rivera

DISCUSSION

Clinical educators take on different roles as small group teachers

- Clinician educators do not see themselves in a single role of content deliverer, but take on different roles of teaching such as facilitator, coach, mentor, advisor

Multiple factors shape clinician educators' professional identity as teachers

- Philosophy of teaching – Important to keep a growth mindset
- New curricular expectations – Need to have a clear vision of the curricular expectations of the teachers and learners
- Participation in community of learners⁶ – Discuss content, pedagogy, and curriculum to improve teaching effectiveness

Recommendations

Clinician educators need professional development within communities of practice⁶ to build shared understanding of their new roles when different from their own experience as learners.

- Deepening an understanding of the multiple roles of a small group teacher^{3,4}
- Learning how and when to enact teaching roles in ways to better facilitate student learning^{4,5}