Teaching the teachers: An intervention designed to provide residents with the tools to teach non–Medical Expert CanMEDS Roles to more junior trainees

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We developed a seminar to initiate Internal Medicine residents (in postgraduate years 1 to 3) to their role in teaching and role modeling non–Medical Expert CanMEDS Roles and competencies to more junior trainees.

In a large-group setting, residents were introduced to 2 teaching techniques: the 4-As (Activate, Acquire, Anticipate, Adapt) approach to delivering a brief lecture and the START (Set-up, Teach, Appraise, Review, Teach again) approach to the teachable moment. Using these tools, they were then presented with a role play to demonstrate ways in which the CanMEDS Roles can be built into the teaching that they are currently providing junior trainees.

Following the session, participating residents were asked to provide written feedback via surveys regarding the effectiveness of the session. Thematic analysis was used to interpret this feedback. Data analysis revealed a number of important findings:

1. Residents are interested in teaching non–Medical Expert CanMEDS Roles,
2. Residents find it useful to be presented with specific tools to help guide their teaching,
3. Residents are concerned about having insufficient time to teach CanMEDS Roles adequately while fulfilling their other duties, and
4. Residents seem to appreciate the observation of role play as a teaching method.

The results indicate that there is a place for introducing residents to teaching CanMEDS Roles and competencies other than that of Medical Expert. Demonstrating specific teaching tools may provide them with a guide to carry out this teaching.

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