From Resident-as-Teacher to Resident-as-Role Model: Enhancing Resident Teaching Skills Curricula

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Take home messages

• Teaching role modeling to residents should be an essential component of resident-as-teacher curricula.

• Residents should learn about their importance as role models & how to role model in a deliberate fashion.

• Residents should learn about role modeling using experiential approaches to education.
A Program to Teach Residents About Role Modeling (3 sites)

WHY WE DID IT

WHAT WORKED

WHAT WE DID

CONTENT

APPROACHES
Why we did it

• Resident teaching is a core competency in the CanMEDs 2015 framework (Frank et al., 2015)

• Curricula teaching residents to teach are universal

• Role modeling is one of the most important ways students learn from residents (Karani et al., 2014; Sternszus et al., 2012)

• Role modeling is not explicitly taught in published resident-as-teacher curricula (Karani et al., 2014; Fromme et al., 2011)
What we did

• Content focused on helping residents:
  – *Develop awareness of their importance as role models*
  – *Apply strategies for deliberate role modeling*

• Educational approaches:
  – *Flipped classroom (online pre-workshop activities)*
  – *In-person large group reflective exercises*
  – *Simulations*
Content- Awareness

Taking the role model off the pedestal

– Defining role models vs role modeling
– Positive and negative role modeling
– Describing near-peer teaching
– Highlighting the literature on student perceptions of resident role modeling

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To allow residents to see themselves as role models
Seven key actions for effective role modeling

1. Be aware of yourself as a role model
2. Demonstrate positive personal and professional behaviors
3. Focus the learner on what you are role modeling
4. Help the learner reflect on what you are role modeling
5. Reinforce the importance of what you are role modeling
6. Encourage the learner to practice what you have modeled
7. Observe the learner practice what you have demonstrated and provide feedback
Approaches- Online pre-work

Learning outcomes: e-lecture

By the end of this e-lecture you will begin to be able to:

1. Recognize yourself as a role model
2. Describe the unique contribution of resident role models
3. Identify strategies for effective role modeling

E-lecture

Reflection on a video
Approaches- Half-day workshop

• Large group reflections
  – Key messages from pre-work
  – Own experiences with role modeling

• Simulations
  – 2 scenarios focused on applying strategies for deliberate modeling
  – 10 minutes per scenario
  – 15 minute debrief with a trained facilitator
Evaluating the program

• TOTAL of 30 participants- 14 McGill; 16 Dalhousie

• Evaluated reaction and perceived learning & behavior change (Kirkpatrick & Kirkpatrick, 2006)

• Data:
  – Questionnaires at 3 different time points
  – Focus group interviews
It worked!

• Program was highly rated- M = 4.8/5 (SD = 0.4; Range 4-5)
  – All residents would recommend the workshop to a colleague
  – Participants suggested that it should be mandatory for all residents

• Residents reported sustained improvements in:
  – Their understanding of the importance of resident role models
  – Their use of strategies for deliberate role modeling
What worked?
Learning about awareness and deliberate role modeling were both valued.
Experiential learning was most valued by participants
Back to our take home messages

• Teaching role modeling to residents should be an essential component of resident-as-teacher curricula

• Residents should learn about their importance as role models & how to role model in a deliberate fashion

• Residents should learn about role modeling using experiential approaches to education
Back to our take home messages

• Teaching role modeling to residents should be an essential component of **ALL** resident-as-teacher curricula

• Residents should learn about their importance as role models & how to role model in a deliberate fashion

• Residents should learn about role modeling using experiential approaches to education
Next steps: Bringing the program to you!

- Building a package that can be distributed to program directors
  - Online materials
  - Generic/adaptable scenarios (role plays or simulations)
  - Facilitator guide- Reflective questions; simulation debriefing

- Local delivery with minimal resources or content expertise

- Accessible to all residents
Thank you

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References

• Cruess SR, Cruess RL, Steinert Y. Role modelling--making the most of a powerful teaching strategy. BMJ. 2008;336(7646):718-721.
Sample Scenario

Scenario: You are the resident on an inpatient pediatrics ward. One of your medical students’ (John) just paged you because a nurse was upset about the management of one of his patients. The student is waiting to meet you in the conference room. You have asked the unit coordinator to have the nurse meet you in the conference room to discuss the situation when she is available.

Time limit: 10 minutes

You will have 2 minutes alone with the medical student before the nurse enters and the nurse will exit 2 minutes before the end of the scenario.