Development of Competency framework for Residents as Teachers

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I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Why Residents Need to Learn Teaching?

I am just a poor resident, not a teacher...
Doctor,
You are born as a Teacher.
Residents Spend \( \frac{1}{4} \) Working Hours in Teaching!
So, What They Should Learn about Teaching?

- We should set the **goal** before start

- Yes, not all residents will become faculties in the future...
An Era of Competency Based Medical Education…

What is competency?

A competency is a set of closely related knowledge, skills, and attitudes required to successfully perform a specific task or job. (Klein et al. 2004)
Residents Are Busy Enough...

<table>
<thead>
<tr>
<th>Competencies Framework for Physician</th>
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<tbody>
<tr>
<td><strong>ACGME</strong></td>
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<tr>
<td>• Medical Knowledge</td>
</tr>
<tr>
<td>• Patient Care</td>
</tr>
<tr>
<td>• Systems-Based Practice</td>
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<tr>
<td>• Interpersonal &amp; Communication Skills</td>
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<tr>
<td>• Practice-Based Learning &amp; Improvement</td>
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<tr>
<td>• Professionalism</td>
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</table>
IBSTPI 2003
Instructor Competencies

Professional Standards for Medical, Dental and Veterinary Educators

Level 1
- Professional Foundations
- Planning and Preparation
- Instructional Methods and Strategies
- Competency 7: Stimulate motivation and engagement
  - (a) Gain and maintain learner interest
  - (b) Ensure that goals and subgoals are clear and achievable
  - (c) Foster a favorable attitude toward learning
  - (d) Establish relevance to learner's needs and interests
  - (e) Help learners set realistic short-term and long-term goals
  - (f) Provide opportunities for learners to engage, participate, and succeed
- Assessment and Evaluation
- Management (2)

The Academy of Medical Educators' Professional Standards are organised into the following core values and practice domains.
# Teaching competency for residents

<table>
<thead>
<tr>
<th>Information provider</th>
<th>Lecturer</th>
<th>can conduct an educational lecture</th>
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<tbody>
<tr>
<td></td>
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<td>can provide effective feedback</td>
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<td>can guide clinical reasoning</td>
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<td>can offer guidance for manual procedures</td>
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<td>can offer one-to-one guidance</td>
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<td></td>
<td></td>
<td>can teach small groups in outpatient and hospital ward settings</td>
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<tr>
<td>Clinical or practical teacher</td>
<td></td>
<td>the time spent on and timing of guidance and coaching is appropriate</td>
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<tr>
<td>Role model</td>
<td>Teaching role model</td>
<td>can provide leadership on EBM practices</td>
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<td></td>
<td></td>
<td>can train students on communications with health care professionals</td>
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<tr>
<td></td>
<td></td>
<td>can train students on communications with patients</td>
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<tr>
<td></td>
<td></td>
<td>can train students on decision making for diagnoses and treatment plans</td>
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<tr>
<td>On-the-job role model</td>
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<td>can assess and evaluate their own teaching skills</td>
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<td>can reflect their own learning in teaching</td>
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<td>can acknowledge and disclose their own mistakes and areas where knowledge is lacking</td>
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<td></td>
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<td>can be a role model</td>
</tr>
<tr>
<td></td>
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<td>can take the leadership</td>
</tr>
</tbody>
</table>
Competencies Development Process

Oct. 2018
The working group
20 members

Oct. 2018
Drafting contents
by an experienced physician educator

Nov. 2018
Review and feedback the draft by each group member
1<sup>ST</sup> Expert meetings
1<sup>ST</sup> Revision

Jan 2019
Review and feedback the draft by each group member again
2<sup>nd</sup> Expert meetings
2<sup>nd</sup> Revision

Feb. 2019~
3rd Revision,
Trying to assess residents by this framework
Composition of The Workgroup (n=20)

- Local Program Directors (10)
- Residents (5)
- External Experts (5)
Developing the framework

Competency

Sub-competency

Instruction

Lecturing Skills
Create an effective learning environment

Application of Teaching principles

Application of Technologies and resources

Teaching in clinical environments

Role Modeling

Skills Teaching

Assessment
Providing Feedback
Highly Initial Diversity

- What ability should be included?
- Practical for evaluation or not?
- Which level is competent for residents?
Result

Competency

Sub-competency

Instruction

Dissemination of Knowledge

Skills Teaching

Assessment

Direct Observation and Feedback
<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. The speech is flat and the content is correct.</td>
<td>3 The presentation is essentially acceptable.</td>
<td>8 The content arrangement is efficient and align with the learning objectives.</td>
<td>11 Assess learners’ learning effectiveness during the teaching process and adjust the strategy accordingly.</td>
<td>14 Apply self-made media and personal feature to create positive climate.</td>
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<tr>
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<td>2. Oral presentation is essentially acceptable.</td>
<td>4 Adjust the content according to the level of audiences and the context (small group or large class).</td>
<td>9 Use examples or multimedia to facilitate understanding.</td>
<td>12 The content could elicit higher level thinking.</td>
<td>15 Teach and demonstrate the skills of Teaching.</td>
</tr>
<tr>
<td></td>
<td>5 The content arrangement is reasonable, including learning objective/introduction, core content, conclusion or take home message.</td>
<td>6 Make pause appropriately and have adequate time-control.</td>
<td>10 Be interactive during teaching or presentation.</td>
<td>13 Motivate the learners’ learning.</td>
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<td></td>
<td>7 Have eye contact with audiences during teaching.</td>
<td>14</td>
<td>15</td>
<td>16</td>
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</tbody>
</table>

**Subcompetency: Dissemination of Knowledge** (Level 3: After 3 years training)
Challenges in the Future

- The correlated EPAs
- Increase burden
- How to evaluate teaching competencies?
  - Who, When and What tools?
Conclusion/ Takeaways

- Our teaching competency framework for residents:
  - 2 core competencies (Instruction & assessment)
  - 3 sub-competencies
  - 37 milestones; Level 3 is competent

- Concerns during developing teaching competency for residents
  - What is the expectation for your residents
  - Should be observable
  - How to apply it for evaluation.
Questions and Comments?

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- Go to: www.royalcollege.ca/icre-evaluations to complete the session evaluation.

Aidez-nous à nous améliorer. Votre opinion compte!

- Téléchargez l’application de la CIFR
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