

CanMEDS Scholar: Developing a progressive residents-as-teachers training program that is appropriate to residents' level of experience

Authors:	K. Joughin, S. Jarvis-Selinger
Institution:	University of British-Columbia, Vancouver, BC
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Residents are both teachers and learners. As residents progress from junior trainees to independently functioning specialists, their roles, identities and priorities change. Their skills as learners and as teachers of medical students, junior residents, patients and conference participants similarly change.

Developing excellent teaching and learning skills takes time. Because residents' interests, needs and priorities change over time, repeating a set of "one size fits all" training sessions is unlikely to be as time efficient or effective as a program designed to be developmentally and motivationally appropriate. Residents also need opportunities to deliberately practice the skills they have learned, get feedback, reflect and build on lessons learned from training and experience.

We will present some guiding principles for developing a progressive residents-as-teachers program relevant to residents' postgraduate year of training. We will discuss evidence regarding changes in residents' perceived roles, interests and needs as they progress from juniors to seniors. We will provide an example of a longitudinal residents-as-teachers program that is spiral in nature and tailored to residents' developmental progression. Hopefully this will assist others who are developing residents-as-teachers curricula in their own residency programs.