Some tips on teaching

1) Make time to teach but know when to stop.
   Define what you want them to walk away with.

2) Think out loud exposing your clinical decision making process.

3) Ask the group one or two key clinical questions; try to identify take-home points.

4) Question to arouse curiosity, stimulate interest, and motivate to search new information.

5) Assign a student topic to be briefly reviewed the next day.

6) Praise publicly and correct privately. Be specific and directive.

7) Read the students write ups and notes, and comment on form, content, and length. Daily.

8) Take time to find salient points of the cases in your service that you will teach about. Daily.

9) Have a teaching agenda for your service. Define what you want them to walk away with and define your daily teaching objectives.

10) Make time to teach, but know when to stop. The result of the educative process is capacity for further education.

John Dewey (1859-1952)

Poor is the pupil who does not surpass his teacher.

Tips and Suggestions on Teaching and Giving Feedback to Residents and Students.

On Giving Feedback to Residents and Students

1) You initiate feedback sessions, routinely.
2) Meet in an appropriate location and avoid interruptions.
3) Be constructive and positive; avoid putting him/her on defensive.
4) Discuss performance with specific examples.
5) Encourage discussion and listen carefully.
6) Be honest.
7) Be a coach, not a judge.
8) Provide positive reinforcement.
9) Choose few feedback objectives and provide it early.
10) End on a supportive and positive note.

Choose five feedback objectives and provide

Provide positive reinforcement.
Be a coach, not a judge.
Encourage discussion and listen carefully.
Discuss performance with specific examples.
Be constructive and positive; avoid putting him/her on defensive.
Meet in an appropriate location and avoid interruptions.
You initiate feedback sessions, routinely.
Choose few feedback objectives and provide it early.
End on a supportive and positive note.

Characteristics of an effective teacher:

1) Actively teach (orally and by example) residents, students and fellows during clinical rounds.
2) Take advantage of teaching moments.
3) Emphasize the clinical thought process.
4) Encourage the performance and discussion of literature reviews.
   Challenge the student/resident.
5) Help the students/residents through the RIME path: Reporter→Interpreter→Manager→Educator.
6) Provide one on one feedback to every student/resident every Friday. Use the positive/negative/positive technique.
7) Give specific and limited feedback on the student’s write-ups, presentations, initiative, clinical knowledge, general and specific performance.
8) Fill out the student’s and resident’s evaluations, providing written comments and constructive, positive and negative, criticism, as needed.
9) Provide feedback and suggestions about the clerkship and residency programs (verbally or by e-mail).

ACGME Core Competencies

1. Patient Care
2. Medical Knowledge
3. Interpersonal and Communication Skills
4. Professionalism
5. System-Based Practice
6. Practice-Based Learning and Improvement

IOM Aims for Improvement

1. Is Patient Care Safe?
2. Is Patient Care Timely?
3. Is Patient Care Effective?
4. Is Patient Care Efficient?
5. Is Patient Care Equitable?
6. Is Patient Care Patient-Centered?