“Practice Makes Perfect”: Evaluation of a Teaching Elective on Resident Educator Skills

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BACKGROUND
• The ACGME requires residents to participate in the education of learners and become effective teachers
• Clinical responsibilities often limit resident teaching and feedback opportunities in the inpatient setting
• 96% of residents reported inadequate experience with teaching
• We created the novel Teaching Elective at Children’s Hospital (TEACH) using Ericsson’s deliberate practice theory as a conceptual framework

METHODS
• TEACH was implemented on Hospital Medicine teams

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<th>Instructional Methods</th>
<th>Evaluation</th>
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<td>1. Reading and video assignments</td>
<td>1. Retrospective post-thru-pre survey</td>
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<tr>
<td>2. Small group teaching sessions</td>
<td>2. Direct Observation of Teaching Evaluation form (DOTE)</td>
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<td>3. Direct observation and feedback to learners</td>
<td>3. Direct Observation of Feedback form (DOF)</td>
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• Data was compiled and analyzed using descriptive statistics

RESULTS
Survey Data
• 11 residents completed TEACH between July-December 2020
• Compared to before completing the elective, 100% of TEACH residents:
  • Reported TEACH was “very helpful” in improving teaching skills
  • Strongly agreed/agreed they could teach small groups effectively
  • Strongly agreed/agreed they were able to provide valuable feedback

DOTE Data
• Mean of 9 DOTEs per resident
• TEACH residents focused 73% of their teaching sessions on disease process and management (vs. H&P skills, note writing, presentations, or care escalation)
• 100% of learners who attended small group teaching sessions strongly agreed/agreed that TEACH residents demonstrated effective teaching skills across all core competency domains

DOF Data
• Mean of 2 DOFs per resident
• TEACH residents provided positive/corrective feedback on medical and communication skills in >70% of their feedback sessions with learners
• TEACH residents less often probed for action planning and learner perceptions

CONCLUSIONS
• TEACH provided residents with multiple opportunities for deliberate practice to teach and offer feedback in the inpatient setting
• Residents received timely and focused feedback on these behaviors
• Limitations:
  • The elective is new and still growing in popularity, thus limiting sample size
  • Survey results assessed residents’ self-perceptions rather than measurable behavior change
  • Compliance with DOTE and DOF form submission often limited quantity of feedback received by residents

Future Directions:
• Curriculum reform and enhancement to improve training with specific competencies and skills (e.g. action planning)
• Further evaluation of TEACH’s impact on resident behavior change

IMPLICATIONS
• Initial evaluation of TEACH demonstrates that it is an effective educational elective and could meaningfully complement inpatient teaching opportunities

DISCLOSURES
• We have no conflicts of interest to disclose