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| Name of Rotation | Medical Education |
| Duration | 3-4 weeks |
| Location | OH PCP, APH and WPH |
| Where to Go on Day 1 | OH PCP |
| Rotation Director | Amanda Cooke, MD |
| Other Faculty | Ryan Dean, MDPediatric Chief Residents  |
| Other Requirements | See description below |
| Last Revision | 8/14/2020  |

**Introduction and Description**

During the Medical Education rotation residents will actively teach medical students and other residents while learning and perfecting skills as a medical educator. The rotation will consist of structured teaching sessions performed by the resident, self-study, didactic sessions, literature review and oversight of patient management.

Teaching and Education

* Meet with the medical students from Floor and Nursery for teaching on General Pediatrics topics on Tuesday afternoons
* Meet with Floor team and medical students for teaching on a General Pediatrics topic on selected afternoons
* Prepare a formal presentation to be given at the end of the Block during a morning or noon conference focusing on Board Review topic (can be case based, questions, didactic, etc.)
	+ Presentation should include multiple sources
* Meet with clinic residents from 1:15-1:30PM in clinic for teaching on General Pediatrics outpatient topic using the Yale Curriculum
* Create a one-page quick reference/summary of weekly Yale Curriculum topic to be distributed to the residents
* Monday morning is protected time for preparing presentations and/or materials for teaching sessions (8:30-noon)
* Once weekly choose a patient and family to educate on a health topic with the students (ie asthma, constipation, age-appropriate anticipatory guidance, “Mommy talk”, etc.), communicate this with primary team to avoid redundancy of information
* Opportunities for hands on teaching with medical students should be taken for interesting physical exam findings
	+ You may consider using online resources to supplement this, such as the Stanford Nursery Gallery, American Academy of Dermatology website (<https://www.aad.org/members>)
* Review of the floor census should be undertaken to provide and discuss/summarize with the floor team EBM articles relevant to patient diagnoses, treatments, management, workup, etc.
* Attend all resident conferences with a focus on observation of and reflection on teaching and presentation style
* Discuss and review expectations of rotation with Medical Students and other learners and assess progress
* Create questions for different levels of learners (med students, interns, senior residents) for one topic of choice – please send me these in an e-mail to Dr. Cooke
* Create at least one teaching script (please e-mail to Dr. Cooke). Here is the website for teaching scripts: <https://www.sohmlibrary.org/teaching-scripts.html>.
* Newborn exam – practice bedside teaching apart from rounds with MS3. Can do this either in nursery or with neonate admitted at APH

Clinical Duties

* Complete one Gen Peds admission and H&P with each medical student present during rotation, observe medical student doing the H&P and assist when necessary
* Floor team is responsible for all additional floor admissions, medical education senior will oversee floor while Floor senior is at Continuity clinic.
* Attend floor rounds at least once a week on floor senior resident’s Continuity clinic day, focus on observation of teaching style of attending physician and senior resident
* Continuity Clinic
* Weekend call per call schedule
* **Optional** Clinical Activities
	+ Take transfer calls with Float attending and triage appropriately
		- Generate initial differential diagnosis and plan and communicate effectively to the accepting floor team
	+ Round with Float attending on Float patients at APH and WPH
	+ Assist Float attending with admissions at APH during floor rounds
	+ Attend Circumcision clinic at OH PCP on Mondays and Tuesdays
	+ Assist with Nursery circumcisions and additional procedures as needed
	+ Attend procedural sedation with PICU attendings
	+ Attend deliveries with WPH delivery team
	+ Work with delivery team at WPH
	+ Travel with Acute Peds Transport team
	+ Observe coding and understand billing for inpatient and outpatient pediatrics

Administrative

* Provide performance feedback at least twice to each individual medical student throughout the rotation
* Provide written feedback to Dr. Dean (Medical Student Coordinator) regarding Medical Student performance on observed H&Ps, documentation and other observed tasks
* Documentation review and editing
	+ Review and give feedback on medical student patient documentation including H&P notes and SOAP notes

**Daily Schedule and Teaching Record**

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|   | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday**  |
| **AM** | Lecture/Teaching Prep  | Round with Floor Team (variable – floor senior resident Continuity Clinic) | Continuity Clinic  | Self-Study/Teaching Prep  | Self-Study/Teaching Prep  |
| **PM** | 1:15 - 1:30 Outpatient Clinic Teaching (Yale Curriculum) | 1:15 - 1:30 Outpatient Clinic Teaching (Yale Curriculum) | 1:15 - 1:30 Outpatient Clinic Teaching (Yale Curriculum) | 1:15 - 1:30 Outpatient Clinic Teaching (Yale Curriculum) | 1:15 - 1:30 Outpatient Clinic Teaching (Yale Curriculum) |
| **PM** | **1**. Review floor census, locate relevant EBM articles for discussion **2**. Review rotation goals and objectives with learners (assess progress each Monday or discuss with new learners) **3**.Time for H&Ps and patient/family education topic with medical students | **1**. Formal Gen Peds Teaching Topic with Medical Students (Residents are welcome to join) **2**. Medical Student Feedback on rounding Presentations **3**.Time for H&Ps and patient/family education topic with medical students **4.** Review floor census, locate relevant EBM articles for discussion  | Newborn Clinic | **1**. Formal Gen Peds Teaching Topic with Residents and Medical Students **2**.Time for H&Ps and patient/family education topic with medical students  | **1**. Hands On teaching with Medical Students - Physical Exam Findings **2**. Review cases/management with learners **3**. Feedback for Medical Students on weekly performance |
|   | **Daily Tasks:** **1**. Medical Student note review with feedback **2**. Attend Morning and noon lectures (focus on observation and reflection on teaching/presentation styles) |   |   |   |   |

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| \*List actual topics discussed  | **Monday Outpatient Teaching Topic** | **Tuesday Inpatient Teaching Topic** | **Thursday Inpatient Teaching Topic** | **Patient/Family Education Topic** | **Physical Exam Teaching Topic**  | **Med Ed Formal Presentation Topic for Morning/Noon Conference (once during the 4 weeks)** |
| **Week 1** |  |  |  |  |  |  |
| **Week 2** |  |  |  |  |  |  |
| **Week 3** |  |  |  |  |  |  |
| **Week 4** |  |  |  |  |  |  |

**Resources/Required Self-Study**

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** |
| **Required Self-Study** | **1.** Pediatrics in Practice Module – Teaching Tips**2.** Seven Deadly Sins of Teaching Medical Students PPt**3.** Impact of Teaching Rotation Article**4.** Twelve Tips to Improve Bedside Teaching Article | **1.** Pediatrics in Practice Module – Case Discussion**2.** Pediatrics in Practice Module – Mini-Presentation | **1.** Pediatrics in Practice Module – Brainstorming**2.** Pediatrics in Practice Module – Buzz Group | **1**. Pediatrics in Practice Module - Reflective Exercise**2.** Clinician Educator’s Handbook Chapters 1&2 |

Pediatrics in Practice – A Health Promotion Curriculum for Child Health Professionals (create login) <http://www.pediatricsinpractice.org/teaching_center/teaching_center.asp>

PowerPoint: Residents as Teachers: Seven Deadly Sins to Avoid in Teaching Medical Students

Article: Impact of a Teaching Rotation on Residents’ Attitudes Toward Teaching: A 5-Year Study

Article: Ramani S. Twelve tips to improve bedside teaching. *Med Teach.* 2003;25:112-115.

Article: Adult Learning Theories: Implications for learning and teaching in medical education: AMEE Guide No. 83

Article: Questioning as a Teaching Tool

Outpatient: Yale Curriculum

-Prepare weekly topics (refer to topic calendar) and lead the discussion on it Mon, Tues, Wed, Thurs, Fri 1:15-1:30PM in clinic

-Go to pcpc.yale.edu, select "Moderators" from the top menu and the login will pop up. All residents will have access to the "Learners" site. Here is the login for the “Moderator” site:

Username: orlandomoderator PW: 277806

Inpatient: Prepared presentations or create your own

**Additional Self-Study**

The Clinician-Educator’s Handbook

Eichner, Gerald and Beverly Johnson. Patient- and Family-Centered Care and the Pediatrician’s Role. *Pediatrics*.2012; 129:394-404.

Mittal, V, et al. Pediatrics Residents’ Perspectives on Family-Centered Rounds: A Qualitative Study at 2 Children’s Hospitals*. J Graduate Med Education*. 2013: 81-87.

**Competency Based Goals and Objectives**

**Goals**: To expose senior pediatric residents to both formal and informal teaching opportunities in clinical and non-clinical settings to enhance their abilities as medical educators in both an inpatient and outpatient environment.

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| **COMPETENCY 1. Patient Care.** Provide family centered patient care that is developmentally and age appropriate, compassionate, and effective for the promotion of health and prevention of illness. The resident should: |

1. Share knowledge with learners regarding importance of family centered patient care.
2. Teach learners on topics of health promotion and preventative medicine.
3. Teach and demonstrate how to obtain accurate and complete histories and physical examinations of children across all age ranges.
4. Teach and demonstrate the synthesis and interpretation of patient data.
5. Teach and demonstrate how to create differential diagnoses, clinical assessments, therapeutic decisions and appropriate patient management plans.
6. Teach and demonstrate how to perform well child checks and appropriate medical surveillance.
7. Demonstrate and share knowledge of appropriate patient documentation skills.
8. Provide oversight of and guidance to students and other learners.

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| **COMPETENCY 2. Medical Knowledge**. Demonstrate knowledge of established and evolving biomedical, clinical and social sciences, and the application of their knowledge to patient care. Apply an open-minded, analytical approach to acquiring new knowledge, access and critically evaluate current medical information and scientific evidence, and apply this knowledge to clinical problem-solving, clinical decision-making and critical thinking. The resident should: |

1. Demonstrate and model the knowledge, skills, attitudes and behaviors that promote the development of a physician.
2. Consistently take advantage of teaching opportunities to expand and enhance one’s own medical knowledge and the medical knowledge of fellow residents and students.
3. Consistently provide accurate information to learners, patients, families and staff in terms tailored appropriately to each audience
4. Teach and demonstrate in-depth knowledge of medical conditions seen commonly in children, including epidemiology, pathophysiology, signs/symptoms, diagnostics, therapeutics, complications and outcome/prognosis.
5. Teach and demonstrate in-depth knowledge of the well child check and appropriate medical surveillance.
6. Teach appropriate use of physical exam maneuvers to investigate patient complaints and teach appropriate interpretation of exam findings.
7. Teach how to apply medical knowledge to discrete patient care interactions to provide appropriate care.
8. Teach indications for and interpretation of common testing used in both inpatient and outpatient settings including:
	1. Transcutaneous bilirubin
	2. Lead and Hemoglobin screening
	3. Newborn screen
	4. ASQ and MCHAT
	5. Vision and hearing screens
	6. Chest and abdominal radiographs
	7. Non-contrast head CT
	8. Bone and joint radiographs
	9. Serum electrolytes, complete blood counts, liver function tests and urinalysis
	10. Bacterial cultures
	11. Commonly-encountered viral and bacterial testing
9. Teach and demonstrate understanding of indications, basic pharmacokinetics, expected response, and side effect profile for commonly used pharmacologic agents, such as corticosteroids, antimicrobials, analgesics, inhalational medications for respiratory illnesses and anti-inflammatories.

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| **COMPETENCY 3. Interpersonal Skills and Communication Skills.** Demonstrate interpersonal and communication skills that result in effective information exchange. Residents should: |

1. Demonstrate ability to communicate medical concepts to fellow residents, medical students and other learners.
2. Guide students in developing appropriate communication skills.
3. Demonstrate ability to adapt to the learning style of those being taught.
4. Demonstrate appropriate bedside manner, listening skills and use of nonverbal communication.
5. Demonstrate effective teamwork.
6. Appropriately use interpreters for patient/family communication.
7. Demonstrate ability to effectively counsel and educate patients and families and teach students these techniques.
8. Demonstrate and share knowledge of use of patient documentation as a communication tool.

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| **COMPETENCY 4. Practice-based Learning and Improvement.**  Investigate and evaluate patient care practices, appraise and assimilate scientific evidence to improve patient management, and demonstrate a willingness to learn from error. Residents should: |

1. Teach and work well with interns/residents/students.
2. Take responsibility for his / her own education and the education of other learners.
3. Take responsibility for independently investigating patient problems/diagnoses/management through literature searches, critically reviewing relevant literature with healthcare team, and disseminate to patient care teams.
4. Demonstrate initiative to seek own answers to and teach data interpretation and patient management questions.
5. Performance self-evaluation, identify gaps in knowledge and skills, and take initiative to fill those gaps.
6. Seek and accept feedback from multiple sources and demonstrate effort to improve performance based on feedback.

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| **COMPETENCY 5. Professionalism.** Demonstrate a commitment to carry out professional responsibilities, adhere to ethical principles, and be sensitive to diversity. Have a responsible attitude toward their patients, their profession and society. Residents should: |

1. Consistently demonstrate respectfulness and integrity toward colleagues, students and staff.
2. Consistently demonstrate caring, respectful and empathic behavior toward patients and their families.
3. Consistently complete required presentations and teaching sessions as outlined.
4. Consistently use provided self-study time to utilize resources geared toward developing skills as a medical educator.
5. Demonstrate self-motivation for planning and preparation of teaching sessions.
6. Be punctual, reliable and accountable.
7. Model professional behavior for learners.
8. Consistently display ability to provide feedback in a professional manner.
9. Demonstrate effort to form therapeutic and ethically sound relationships with patients and families.
10. Maintain patient confidentiality.
11. Demonstrate sensitivity to bioethical principles, culture, age, gender, religious beliefs, sexual orientation, and disability to learners, patients, families and staff.
12. Adhere to professional standards for ethical and legal behavior.
13. Recognize the limits of one’s knowledge, skills, and tolerance for stress, and know when to ask for help.
14. Demonstrate professional dress, demeanor and hygiene per hospital policies.

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| **COMPETENCY 6. Systems-Based Practice.** Practice high quality healthcare that is cost-effective and advocate for patients within the health care system. Residents should: |

1. Teach others in the health care system.
2. Demonstrate and share knowledge of institutional and community resources available to learners, patients and families.
3. Demonstrate understanding of billing requirements and document appropriately.
4. Become familiar with adult learning theories and their application in medical education.
5. Teach and demonstrate effective participation in a multidisciplinary team approach to patient care.
6. Demonstrate and share knowledge of judicious use of medical testing, imaging and procedures to achieve appropriate and timely diagnosis and treatment while avoiding overuse of resources.
7. Teach learners the importance of helping patients and families navigate healthcare system complexities.