



Creating an Individualized Senior Resident Teaching Experience

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UNIVERSITY OF HAWAII
PEDIATRIC RESIDENCY

BACKGROUND

An Individualized Educational Unit framework was developed with a focus on education

Goals for our PGY-3 residents on this rotation:

- Cultivate teaching/mentoring skills
- Foster professionalism/patient ownership
- Support professional development

Key Objectives:

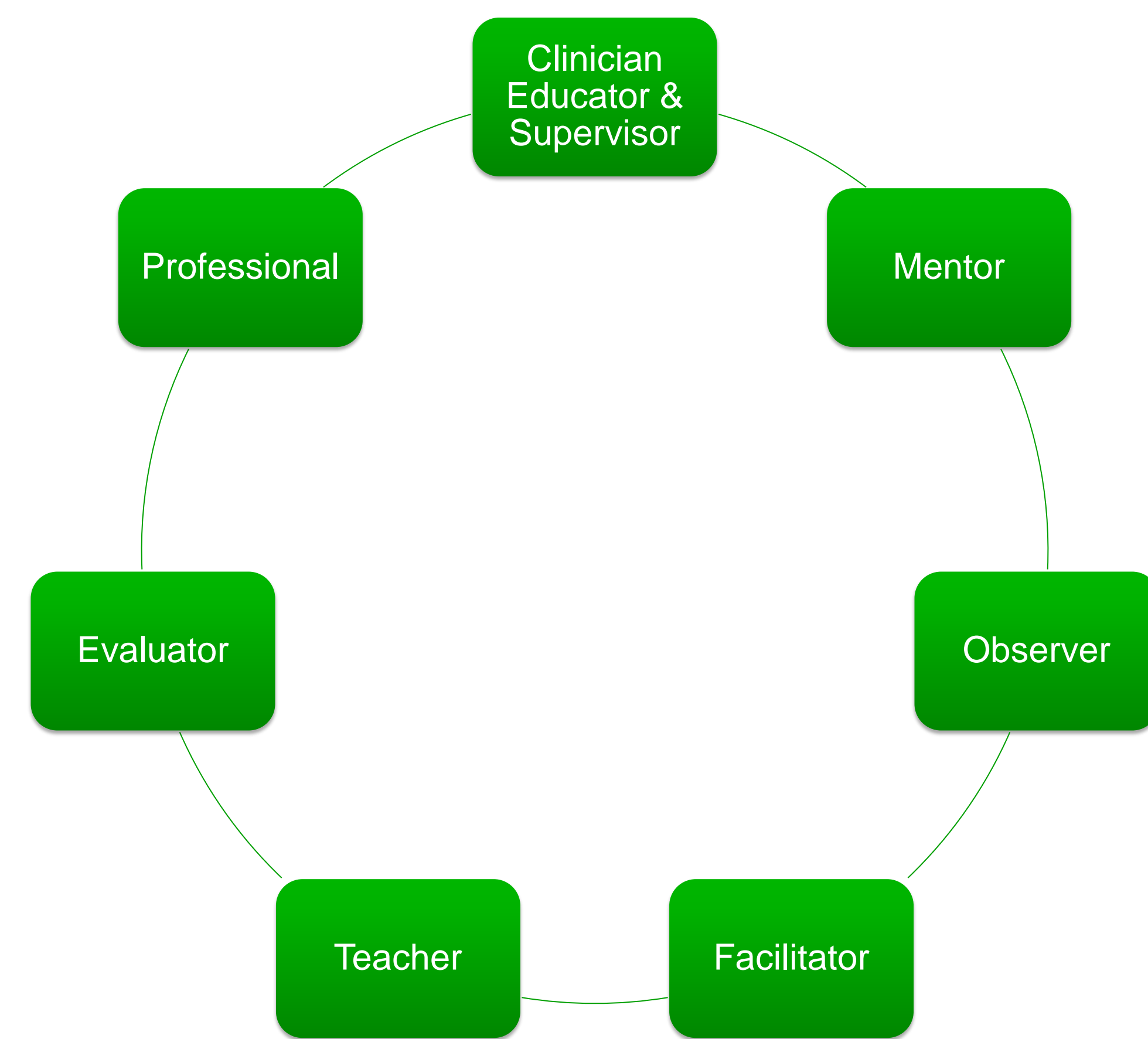
- Create a career specific teaching portfolio
- Self-reflect on teaching and mentoring performance
- Observe learners and practice giving feedback
- Receive feedback from faculty who directly observe the resident in many teaching roles

CURRICULUM: RESIDENT ROLES

During this four week experience, our senior resident functions as a(n):



Dr. Kristine Layugan, creating a fun and interactive learning environment: illustrating the cover-uncover test, the light reflex, and passing out equipment to participants for a hands-on activity.



CURRICULUM: TEACHING PORTFOLIO

The teaching portfolio includes artifacts demonstrating each of these five themes, outlined and scored by a rubric:



Sample from rubric

Criteria	Incomplete (0-3)	Novice (4-5)	Developing (6-7)	Competent (8-9)	Mastery (10)
Coaching/Mentoring (10%) Develop the skills needed to assess a learner and give constructive feedback for improvement	Materials do not meet minimal standards and/or no log submitted	Log reflects limited detail and reflection Less than one observation per week	Most encounters described with adequate detail, some insight communicated	All encounters described in good detail, sound portrayal of coach/mentor experience and lessons learned	Excellent portrayal of coach/mentor experience and lessons learned for all encounters
To submit: Log of experiences and reflections of "diagnosing" a learner, performing direct observation, and giving feedback (2x/week)			1-2 observations per week	2 observations per week	2 or more observations per week



Dr. Raphael Buencamino, using a clinical case to lead students through a very practical PubMed activity to maximize literature searches.

CURRICULUM: FACULTY MENTORING

Faculty directly observe:

- Resident teaching and facilitation sessions
- Resident providing feedback to junior learners

• Program Director provides individualized career guidance

• Rotation calendar designed by resident with faculty input

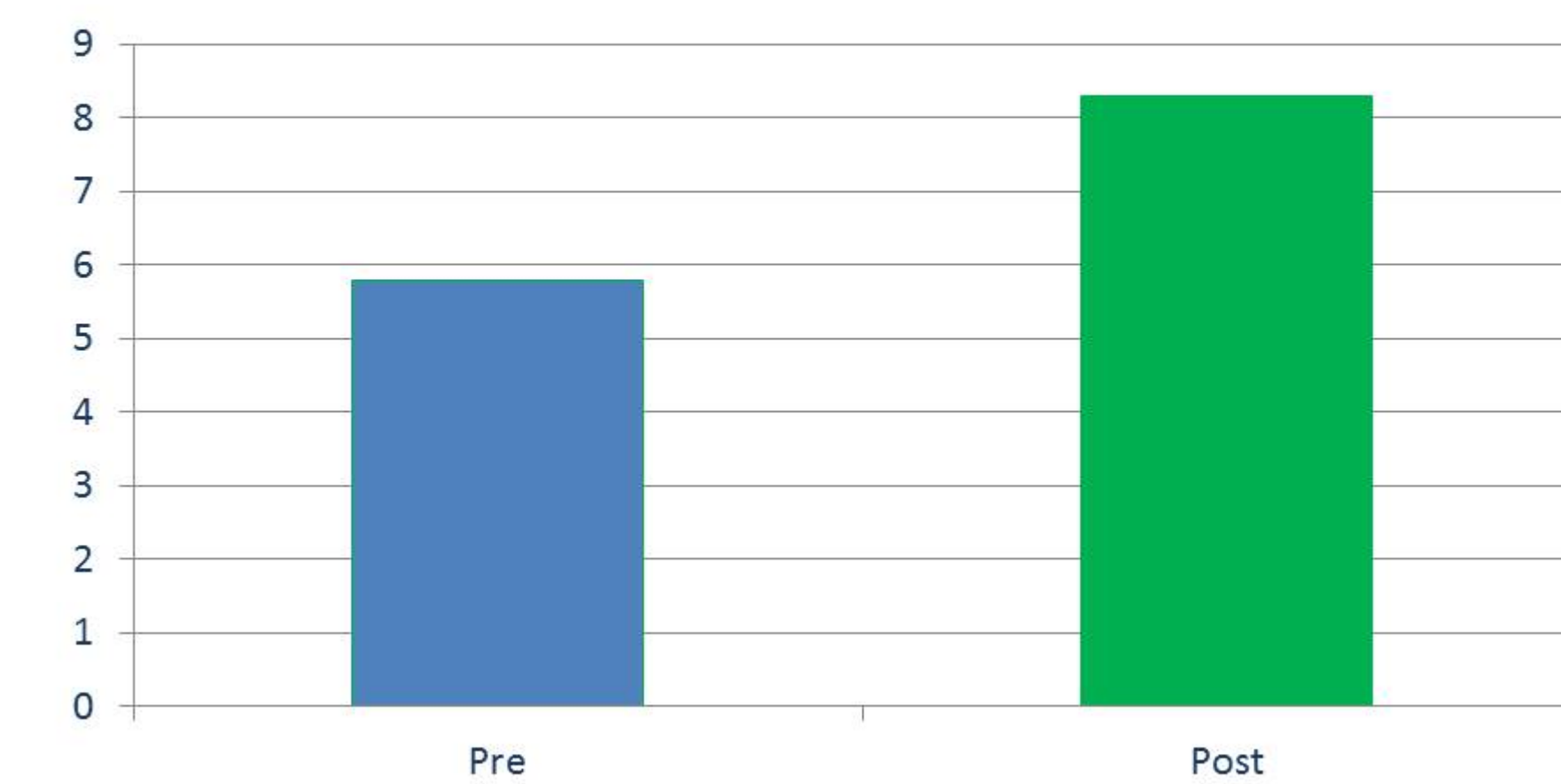
• Rotation checklist reviewed regularly by chief residents and faculty

- Faculty individually use a scoring rubric for assessing quality of portfolio
 - Developed for this rotation
 - Scores averaged between faculty

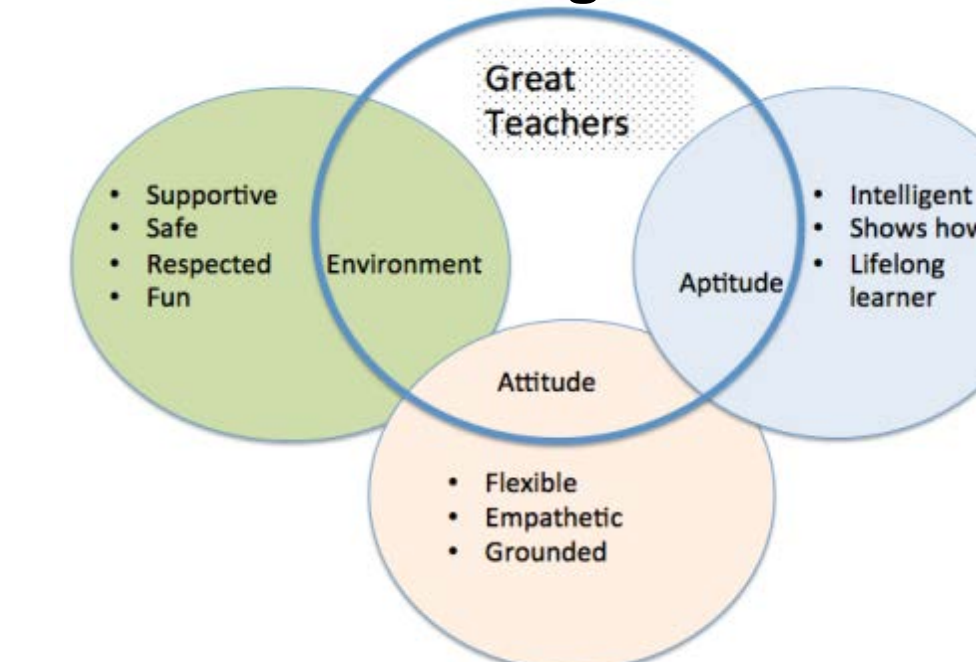
EVALUATION: THE RESIDENT EXPERIENCE

- Improved self-reported teaching performance after rotation
- Personal growth in ability to "diagnose the learner" and give difficult feedback
- Valued professional development time and attention
- Rewarded by individualized mentoring of medical students
- Deep reflection on teacher and learner roles

Resident Teaching Performance
(Mean of n=5, scale 1-10 with 10 = "best educator possible")



"What makes a great teacher?"



Modified Venn diagram of focus group discussion



Dr. Donna Deng, responding positively and gently redirecting a medical student during her teaching session on eczema.

EVALUATION: FUTURE DIRECTION

- Continue incorporating resident feedback on monthly basis
- Schedule earlier in year to maximize professional development time
- Adjust goals based on needs of each PGY-3 class
- Teach residents how to create an e-portfolio

To learn more about our rotation, please scan this QR code:

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Dr. Ann Kang, facilitating an engaging question and answer session on toxins and exposures.