

Interns as Teachers

Intern as Teacher

Residents as Teachers Task Force Module

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Objectives

- Describe features of excellent teachers
- Describe at least 4 teaching strategies that can be used during the care of patients

Who was your favorite teacher?

Why?



What characteristics have your favorite teachers had in common?



Features of excellent teachers

- Enthusiastic
- Knowledgeable but not afraid to say, “I don’t know”
- Accessible
- Shows interest in the learner and his/her progress
- Actively involves the learner
- Helps the learner to expand skills
- Provides direction and feedback
- Role model
- Good bedside manner

Why is intern/resident teaching important?

- Residents enjoy teaching and leading a team
- 20% of resident time spent in teaching activities¹
- One-third of medical student knowledge is attributable to housestaff teaching²
- Residents who teach retain more knowledge
- *“To teach is to learn twice”*

¹Greenberg LW et al. Med Ed 1984

²Bing-You RG, et al. Med Teach 1992

³Morrison, EH et al. Acad Med 2001

How can you teach when you don't have time?



Case 1

- An unemployed 62 year old, alcoholic man is admitted from the ED for fever, cough productive of blood streaked sputum and a right upper lobe infiltrate —

-What brief teaching points could you make before the student sees the patient?

-How would you frame this case?

-What physical exam teaching could you do?

-What lab data would teach about?

Case 2

Go see Ms. Walker in the ER...and please take the MS3 with you....

- 42 year old woman with chief complaint of shortness of breath:
 - Poor dentition
 - Bibasilar rales
 - III/VI systolic murmur and ? Diastolic murmur at right and left upper sternal borders
 - Painful nodules on palmar aspects of 2 fingers
 - WBC 22,000; 22% bands
 - Chest Xray: Mild pulmonary vascular congestion

| ***What would you teach the student?***

Keep the Student Involved

- Let the student help you
- Get the student involved in the assessment
- Review physical exam findings at the bedside

Helping them learn better.....

- Teach your most important 1 or 2 PEARLS about each case
- Lean, clean pearls are the best!
 - Avoid overwhelming the student with too much information
 - KEEP IT RELEVANT AND TO THE POINT!
- Remember to repeat later or ask them what they remember
 - Repetition works

Teaching when admitting patients:

History

- Have the student assess the patient on his/her own or observe the student's H&P filling in the "holes" in the evaluation as necessary
 - Save your questions for the end

Tips for Teaching Students:

Physical exam

- Review physical exam findings to insure the student “observed” what you found

Tips for Teaching Students:

Assessment and Plan

- The assessment and plan is the most critical part of teaching about a new admission because it helps the student to learn how to reason clinically

Teaching with an Acute Patient

- Key Principles
 - Teach by example
 - Think aloud
 - Focus on practical teaching
 - Reading a chest x-ray or ECG
 - Reflection is critical!
 - Without this, the student is unlikely to learn

How would you handle this and still teach?

- The student is with you while you are rounding on a Saturday, post-call. You have tickets to go to a major league baseball game with your spouse at 3pm (since you know you'll be out by 1pm post-call) and you're tired.

A nurse approaches you to ask you to see one of your patients who is a 69 year old man admitted for cellulitis who has suddenly become tachypneic, tachycardic, lethargic, and hypoxic.

Role-Modeling

- *“This patient is very sick. I want you to observe how I handle this situation. Save any questions you have and I’ll answer them as soon as we stabilize the patient.”*
- By thinking aloud, you help the student to understand how you are making decisions

Teach During Downtime

- ECG completed, IVF started, respiratory in the room obtaining ABG
 - *“Let’s look at this ECG together while the RT does the ABG....”*

Reflection Period

- Patient is transferred to the ICU given his deterioration. He is on heparin, MICU team now on the case
 - *“That was a pretty intense situation. I made a lot of decisions quickly. Do you have any questions about my diagnostic or therapeutic approaches?”*
 - *“Did you understand what I meant when I said heparin would stop clot propagation? If we wanted to dissolve the clot, what medication would we need to use?”*

Tips for Teaching:

“Prime” the student

- Before seeing a patient, give the student a bit of information to help him/her focus and be more organized
- Example: *“We are going to see a patient with chest pain. What are common causes of chest pain in this age group?”*

Summary Tips for Being a Great R1 Teacher

Ask questions!!! Most students love to be queried if you are supportive and non-threatening in your questioning

Summary Tips for Being a Great R1 Teacher

- Balance lower order (facts) questions with higher order (analytic thinking)
- Examples of “higher order” questions:
 - *What do you think is going on?*
 - *What do you want to do next for this patient? questions!!! Most students love to be queried if you are supportive in your questioning*

Don't forget to provide feedback

- When to do it?
- How to do it?
- Why is it so hard?

Assignment