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SUNY SAIL Academy

January 18, 2022

Applied Learning Project

Residents as Educators



Description



Why?

Medical school graduates often do not receive training on how to become an effective educator, yet are expected to start teaching on day 1 of residency training.

Overarching Goal:

To create an elective experience for residents who, upon completion, will be able to apply effective, evidence-based teaching techniques in the clinical setting.



Objectives

Objective 1

To create a comprehensive multifaceted 2-week residents as educators elective experience for internal medicine residents.

Objective 2

The elective will be approved and launched to high satisfaction of the residents.

Objective 3

Objective improvement in residents skills as educators will be seen and sustained post elective.



Key Components

Who is involved?

Senior Associate Program Director, Associate Dean for Medical Education, Faculty, Residents (Curricular Champion, Curriculum Committee)

Where is the goal located?

Remotely, Erie County Medical Center, Buffalo General Medical Center, Jacobs School of Medicine and Biomedical Sciences



Key Components

What Needs to Happen?

- ✓ Complete **Needs Assessment**
 - ✓ Follow **Backwards Design** Framework:
 - Create *Learning Objectives* for the Elective
 - Determine *Assessment/Outcome Measures*
 - Design the Learning *Experiences*
 - ✓ Create **Schedule and Elective Map**
 - ✓ Gain **Approval** from Graduate Medical Education
 - ✓ **Launch Elective**
 - ✓ **Collect Data** on Outcome Measures
 - ✓ **Evaluate & Redesign** as Needed
-



Key Components

How Will it Happen?

- ✓ **Needs Assessment** completed via survey and resident interest groups.
- ✓ **Backwards Design Framework:** based on resource review & meetings with input from the Associate Dean for Medical Education
 - *Learning Objectives* created with Bloom's Taxonomy based on Needs Assessment and tied to ACGME Milestones
 - *Outcome Measures* utilized a mixed model approach, pulling from resources.
 - Includes reflection pieces, hand-outs, survey, direct observation, debriefing and summative elective evaluation.



Key Components

How Will it Happen?

- ✓ **Backwards Design Framework** (contd):
 - *Learning Experiences* created using synchronous and asynchronous models
- ✓ **Schedule** created with input & availability from stakeholders
- ✓ **Elective Map** created mapping objectives to assessment and learning activities.
- ✓ **Approval** from Graduate Medical Education gained via submission
- ✓ **Elective launch** communicated to residents via email, sign-up through Residency Coordinator
- ✓ **Data** collected electronically via Microsoft Teams and MedHub®



Accountability & High Impact Metrics

Outcome Measures

Reflection Surveys

Handouts

Assignments

Meetings/Debriefings

OSTE (Objective Structured Teaching Examination)

Summative Elective Evaluation

Resident Evaluations by Junior Learners

During the Planning...

Monthly Meetings with Associate Dean of Medical Education

Bimonthly Meetings with Faculty and Residents

Timeline

Timeframe

Needs Assessment
June 2021

1



Approval & Launch
February 2022

2

Backward Design
Elective Map
August 2021 –
January 2022

3

4

Data Review &
Redesign
June 2022

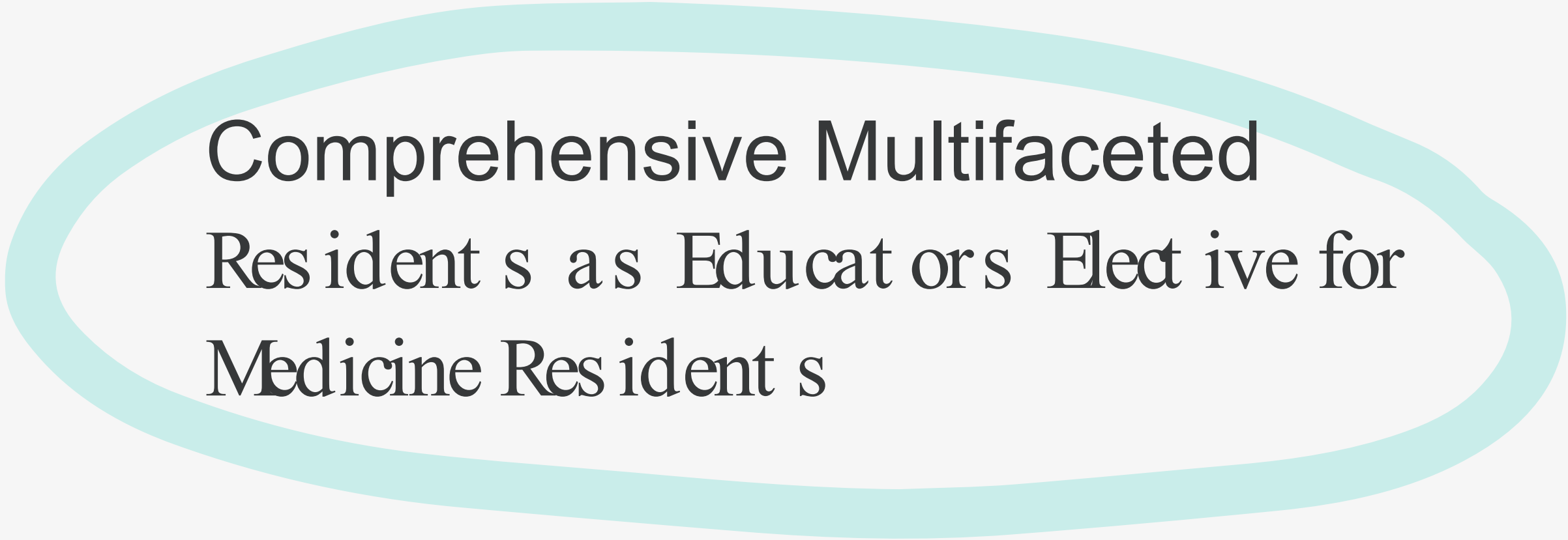
Week 1:	Monday	Tuesday	Wednesday	Thursday	Friday
8:00a – 12:00p	7:45a Elective Overview with Dr. Kwiatkowski ✓ Complete Reflection Survey ✓ View <i>Session Design 1: Adult Learning Theory & Backward Design</i> ✓ View <i>Session Design 2: Learning Objectives</i> ✓ Complete Learning Objectives Hand-Out	✓ View <i>The Learning Environment</i> ✓ View <i>Setting Expectations</i> ✓ View <i>Clinical Precepting Models</i> ✓ Complete X	✓ View <i>Scholarship in Medical Education</i> ✓ Complete Journal Club Exercise 10:30a Review Journal Club Exercise (Zoom)	8:00a ✓ View: <i>Feedback</i> 10:00a ✓ Complete Morning Report Presentation	8:30a – 9:30a - Observe Rounds - Select a Topic to Present 10:00a – 12:00p ✓ Prepare 15 Minute Topic-Based Presentation
1:00p – 4:00p	✓ View <i>Session Design 3: Active Learning</i> ✓ Complete Morning Report Session Map	12:00p Practice Precepting in Rheumatology Clinic 3:00p Objective Structured Teaching Exercise (OSTE) 3:30p Review of Session Map	Attend Academic Half Day ✓ Complete Evaluations on Each Presenter	1:00p ECMC Clinic - Observed Student H & P - Practice Delivering Feedback	1:00p Deliver Session 1:30p Debrief Session 2:00p Feedback with Dr. Kwiatkowski 3:00p ✓ Complete Reflection Survey (if 1 week elective)

Week 2:	Monday	Tuesday	Wednesday	Thursday	Friday
8:00a – 12:00p	<ul style="list-style-type: none"> ✓ View <i>Evaluation & Assessment</i> ✓ Complete Practice PRIME+ Rubric ✓ Complete Outstanding MedHub Evaluations via PRIME+ 	<ul style="list-style-type: none"> ✓ Complete <i>Culturally Competent Educator</i> Module 	<ul style="list-style-type: none"> ✓ View <i>Scholarship in Medical Education</i> ✓ Complete Journal Club Exercise <p>10:30a Review Journal Club Exercise (Zoom)</p>	8:00a Attend Educational Leadership “Rounds”	<p>8:30a – 9:30a</p> <ul style="list-style-type: none"> - Observe Rounds - Select a Topic to Present <p>10:00a – 12:00p</p> <ul style="list-style-type: none"> ✓ Prepare 15 Minute Topic-Based Presentation
1:00p – 4:00p	<ul style="list-style-type: none"> ✓ View <i>Learner Levels</i> ✓ Read Pratt Handout ✓ Complete TPI ✓ Complete Reflection Piece <p>3:00p Debrief Pratt & TPI</p>	<p>12:00p Practice Precepting in Rheumatology Clinic</p> <p>3:00p OSTE</p> <p>3:30p</p> <ul style="list-style-type: none"> ✓ Review PRIME+ Evaluations 	<p>Attend Academic Half Day</p> <ul style="list-style-type: none"> ✓ Complete Evaluations on Each Presenter 	<p>1:00p ECMC Clinic</p> <ul style="list-style-type: none"> - Observed Student H & P - Practice Delivering Feedback 	<p>1:00p Deliver Session</p> <p>1:30p Debrief Session</p> <p>2:00p Feedback with Dr. Kwiatkowski</p> <p>3:00p</p> <ul style="list-style-type: none"> ✓ Complete Reflection Survey

Deliverables



Comprehensive Multifaceted
Residents as Educators Elective for
Medicine Residents



This includes:

- Learning Objectives
- Assessment Methods
- Learning Experiences
- Session Map
- Schedule



Stakeholders



Senior Associate Program
Director
Elective Director



Educational Leadership

Associate Dean for Medical Education
Program Director & GME



Faculty Members

Preceptors
Session Speakers



Learners

Residents (Curricular Champion,
Curriculum Committee)
Medical Students



Project Risks



Risk 1

Improper elective design leads to a subpar learning experience

Risk 2

Planning time is insufficient to complete the elective design and curriculum

Risk3

Lack of buy-in from stakeholders (Dean, faculty, residents)



Communication Strategy



Educational Leadership

Monthly Meetings

Shared Folders/ Emails



Faculty Members

Bimonthly Meetings

Faculty Elective Orientation

Reminder Emails



Learners

Bimonthly Meetings

Post Launch: Orientation, Debriefings,
Email, Study Guides, Schedules

Leadership Reflections

Diversity, Equity & Inclusion:

- Half-day module included in elective experience.
 - Examined each included session for biases.
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Coaching:

- Of use in the design process when working with residents & faculty.
- Also will be useful with elective launch (debriefing sessions)

Leadership Reflections

SUNY 360:

- Valuable feedback/ constructive criticism
 - Positive reinforcement
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DiSC & High Performing Teams

- Knowing leadership style →
Understanding of how to work more effectively within teams



Thanks To

Alan Lesse MD (Mentor)
Jennifer Meka MD
SUNY SAIL Academy