

# Teaching Skills for Residents in internal medicine: Workshop

Shirley Rigby  
Saas Fee, 2012

Consultant Physician & Rheumatologist  
Warwick Hospital, UK



**WARWICK**

# Why should residents learn how to teach?

- Because they *do*
- Creates a positive learning environment
- Communicates a sense of enthusiasm
- Influence students' career decisions & attitudes
- Residents who teach well learn more
- Programs to improve residents' teaching 'work'
  - ...skilled resident teachers aid near-peer learning
  - ...programs to improve resident teaching skills, do so

# Why should internal medicine physicians learn how to teach?

- You *will* be teaching ...
- Patients
- Peers
- Learners (students, junior trainees)
- Other health professionals
- To teach is to learn ...
- Internists have depth & breadth, can approach undifferentiated problems
- Parallels between teaching & diagnostic reasoning

# Instructions:

- In small groups discuss your topic (30 minutes)
- 1. Group A** - Teaching a procedural skill
- 2. Group B** - Teaching at the bedside
- 3. Groups C & D** - Providing effective feedback
  
- Advice, a framework, challenges/pitfalls, strategies, tips
  
- Use your own experience as a teacher and learner.*
  
- Articles have been provided as **resource** material.*
  
- Report back the main points (5 minutes)

# Group A

## Teaching a procedural skill

- You have been asked for advice by a junior colleague who is just starting to supervise medical students and young doctors in clinical settings.
- Your colleague wants to know what advice you could provide on how to teach medical students how to do a venepuncture, or to teach junior residents how to insert a central venous line.
- Is there a framework for teaching procedural skills that they could use?
- What are the pitfalls and challenges, and what strategies would you suggest to address these?
- What tips would you suggest?

# Group B

## Teaching at the bedside

- You have been asked for advice by a junior colleague who is just starting to supervise medical students and young doctors in clinical settings.
- Your colleague wants to know what advice you could provide on how to teach medical students or junior house officers at the patient bedside.
- Is there a framework for bedside teaching that they could use?
- What are the pitfalls and challenges, and what strategies would you suggest to address these?
- What tips would you suggest?

# Groups C & D

## Providing effective feedback

- You have been asked for advice by a junior colleague who is just starting to supervise medical students and young doctors in clinical settings.
  
- Your colleague wants to know what advice you could provide on how to provide effective feedback to junior clinical learners.
  
- Is there a framework for providing feedback that they could use?
  
- What are the challenges to providing effective feedback, and what strategies would you suggest to address these?
  
- What tips would you suggest?







