Developing and Implementing a Resident Elective for Teaching Skills

As a core curricular objective, residents learn to elicit and provide effective feedback. Participants receive feedback from their students, master educators who observe their teaching skills and objective structured teaching examinations (OSTEs), a previously developed professional development tool.

Dr. Tanabe is currently collecting longitudinal data from the resident participants and their students to measure the curriculum’s effectiveness.

Dr. Alex Tanabe
IM Resident, Class of 2018 Primary Care Track

The Internal Medicine Residency Program has a competitive Learning Pathway for Clinician Educators, however not all interested residents are able to participate. A needs assessment performed by a group of IM residents and faculty identified a residual demand for medical education training. In response, Dr. Tanabe designed an alternative 4-week elective for interested residents. Participating residents learn basics of curriculum development and build skills to teach medical students and residents in large groups, small groups, and at the bedside. The curriculum is delivered through assigned reading, guided reflection, and teaching experiences. Participants precept student clinics, give talks at teaching conferences, and facilitate resident morning report.

“\textit{We learn so much from our fellow residents, so by improving the quality of their teaching we improve the quality of the whole program.}”

Through Dr. Tanabe’s work, the residency program increased access to resident training in medical education three-fold. The elective is now routinely offered to IM residents.

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Editors: Keli Lock, Program Operations Specialist Lisa Vande Vusse, MD, APD for Research