

**UNIVERSITY OF COLORADO INTERNAL MEDICINE RESIDENCY  
“RESIDENTS AS TEACHERS” CURRICULUM**

**Educational Goals:**

To provide upcoming Chief Medical Residents with formal training in medical education/teaching and to create an elective experience for any medical resident interested in the process of adult learning and teaching.

**Educational Objectives:**

1. Teaching in academic medicine
  - To recognize the variety of settings in which teaching skills are necessary in medicine
  - To learn how teachers can be leaders in academic medicine
  - To understand the role that clinician educators play in education research
2. Speaking to the large audience
  - To learn how to prepare a lecture for a large group
  - To recognize the need to “leave the podium”
  - How to use humor to keep your audience engaged
  - How to create a talk that targets most members of the audience
  - To learn how and when to pause during a talk and how to get your audience actively involved
3. Teaching a small group
  - To learn how to facilitate instead of lead a small group discussion
  - To recognize when it is necessary to redirect a small group
  - To understand the importance of the group dynamic
4. Teaching the difficult student/resident
  - To learn how to engage students and residents who may lack confidence and/or sufficient medical knowledge
  - To understand the importance of giving constructive criticism
  - To participate in a variety of mock clinical scenarios with student based actors
5. Teaching to different levels
  - To learn how to incorporate information that is applicable to all members of the group
  - To recognize how to utilize other senior members of the team to teach junior members—i.e., how to teach and let others teach what they already know.
  - To understand the role that the physician plays in educating their patients

### **Principal Teaching Methods**

Principle teaching methods include lectures, self-guided study, direct modeling, group discussions, literature review, and precepting different learning sessions (small group, bedside rounds, etc.) with current Chief Medical Resident supervision.

### **Educational Content**

Patient-specific medical knowledge, communication skills, demonstration of empathy and professionalism will all be topics for teaching across multiple teaching venues: bedside teaching, small groups and classroom settings.

### **Principal Ancillary Educational Materials**

Written documents, observed encounters,

### **Methods of Evaluation**

Evaluation will be through subjective Likert-scale assessment by Chief Medical Residents across the six areas of competency, focusing on communication skills, medical knowledge, and professionalism as those most highly relevant to medical teaching.

### **Rotation Specific Competency Objectives**

#### Medical knowledge:

- Identify different types of learners
- Determine the extent and accuracy of the learner's medical knowledge on a particular topic
- Understand the basic structure of an effective large-classroom lecture, including how and when to invite audience participation and how and when to use physical movement to create and maintain audience interest.

#### Communication:

- Demonstrate effective formulation of questions to guide learners
- Demonstrate effective communication with patients as a form of modeling
- Effectively facilitate a small group learning session

#### Professionalism:

- Create a safe learning environment
- Demonstrate respect for learners of varying levels
- Demonstrate intellectual honesty when faced with difficult/unknown questions (the capacity to say "I don't know -- but here is how we are going to learn the answer together.")