

## **Calgary Residency Teaching Elective (CaRTE)**

*Developed in 2013*

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### **1.00 OVERVIEW**

Rotation Name: Calgary Residency Teaching Elective (CaRTE)

Site: University of Calgary, Cumming School of Medicine, FMC, PLC, RGH, SHC

1.02 Brief Description: The elective will be a 4-week block in the core 3-year Internal Medicine Program. It will involve interested trainees being involved with teaching opportunities in the undergraduate (medical school) as well as the residency program. The success of this educational opportunity will be hinged on feedback. The Master Teachers (Calgary Master Teacher Program- <https://cumming.ucalgary.ca/mdprogram/faculty/master-teacher>) will carry out the feedback provided for the undergraduate teaching; this will involve observation during small group, physical exam and communication skill teaching depending on what type of sessions are available to participate in. The feedback at the residency level will involve trainees being provided with formalized feedback on their teaching skills during scheduled sessions such as Morning Report, Bedside Teaching, Physical Exam Teaching, Small Group Sessions as well as potentially Simulation/high fidelity teaching.

1.03 Learners: The Residents in the core Internal Medicine Residency Program will be the trainees eligible for the elective. Based on preceptor manpower, the trainee pool may be broadened to all residents in the Department of Medicine (ie. those in their 4<sup>th</sup> and above years of training participating in subspecialty fellowships)

### **2.00 RESOURCES**

2.01 Medical Directors: The two main Directors overseeing the elective will be Drs. Marcy Mintz and Stacey Hall

2.02 Administrator: Administrative assistance will occur through the residency program and through the UME.

2.03 Educators: Educators who will be involved with observation and feedback to elective residents include the Master Teachers (trained educators who are committed to small group teaching at the undergraduate level), clinical teachers at each of the four Calgary Hospitals (the Foothills Hospital, the Peter Lougheed Hospital, South Health Campus and the Rockyview Hospital). The Medical Directors will oversee the planned educational sessions and evaluation.

2.04 Allied Health Professionals: Allied health professionals are not specifically involved with the elective with the exception of the solicited feedback from the students who are being “taught” by the elective residents.

2.05 Oversight: This will occur by one of the two Medical Directors noted in 2.01.

2.06 Site Resources: Additional resources are not required to fulfill the goals of the elective. Participants will be provided with Educational material that will assist them in facilitating small group teaching (material provided by the Office of Faculty Development) as well as the opportunity to borrow hard cover books on Resident Teaching Skills from the Medical Directors.

2.07 Reference Materials: Additional material could be made available from the medical directors if desired. Please see 2.06 above.

2.08 Equipment: special equipment is not necessary.

2.09 Sponsorship: specific sponsorship is not available, however, if the need to oversee the trainees become time consuming a request will be made to provide protected educational time for the non-fee for service members from the Department of Medicine.

### **3.00 SCHEDULE**

3.01 First Day: The elective student will be expected to meet with one of the two Medical Directors to establish the plan for teaching and mentorship for the 4-week elective.

In the weeks prior to the elective the administrative assistances or the Medical Director involved (see 2.02 above) will distribute a list of teaching opportunities and contact names for the trainees. Advance planning will be necessary, and the Medical Directors will be responsible in aiding the elective students in setting up educational opportunities.

3.02 Daily Routine: It will be expected that that elective resident carries out 2-4 hours of scheduled teaching per day and the remaining 5-6 hours is spent preparing for their teaching session.

3.03 Weekends and Evenings: the elective student will not be expected to pursue specific teaching responsibilities during the weekend but may have program-related responsibilities out of the scope of the elective.

3.04 On-line Calendar: An on-line calendar is not presently available to assist in the organization of the elective.

### **4.00 EXPECTATIONS**

4.01 Attendance: Attendance at MTU and Departmental rounds are expected during this elective (morning report, Grand Rounds, etc). Reflection and evaluation of these rounds should be done by the elective resident and this evaluation should be discussed with the designated Medical Director of the elective. It is expected that the elective resident provides at least two Morning Report presentations each week (divided between the three sites), if sessions are available and they are to ensure that preceptor feedback is arranged for each session.

It is expected that two bedside sessions occur during the 4-week elective and that the resident assist in the organization of 2 high fidelity simulation sessions. Other teaching opportunities can be arranged through the Undergraduate and Master Teacher Program.

4.02 Clinical Care: The resident will not be expected to complete any clinical care with this elective and any bedside teaching involving hospital patients should be completed with the verbal consent of the patient (and approval of the attending physical caring for the patient). Clinical responsibilities related to the core residency program may be expected based on the mandate of the program.

4.03 Call Service: please see above.

4.04 Learner Feedback: Residents will be asked to provide feedback on their education experience. The feedback will involve a meeting with one or more of the Medical Directors and the goal of the session will be to improve upon areas of need. Feedback on each educational opportunity will be reviewed daily with the preceptor overseeing the opportunity with a standardized feedback form. Resident reflection /debriefing will occur every two weeks with face to face meetings between the resident and one of the Medical Directors. During this meeting the outcome and progress of the educational sessions will be reviewed with additional recourses provided as deemed necessary.

4.05 Evaluation:

Evaluation of each teaching session will take place after the session by the preceptor and be reviewed with the trainee. Self-evaluation/journaling will also be expected and act as a mode of reflection. Please see 9.05 below.

## **5.00 POLICY AND PROCESS**

5.01 General: The policies and process of this elective fall under the Internal Medicine Residency Program Elective Guidelines specified elsewhere. In particular, this is a residency elective with a maximum number of electives specified in the Internal Medicine Residency Program Rotation Framework Policy.

5.02 Resident Evaluation: Daily, mid-point (formative) and final evaluations will occur with success specified in section 9.05 below.

5.03 Vacation Leave: Vacation leave will be approved of by the Internal Medicine Residency Program office and must follow guidelines for all vacation requests in the residency program. The minimum Attendance on a Rotation policy must be considered when considering a vacation leave.

5.04 and 5.05: Education Leave: please refer to the residency program policies for educational and Medical Leave

## **6.00 OBJECTIVES**

For those residents who enter training on or after July 1, 2019, the following objectives, from The Royal College Internal Medicine Competencies 2018 version 1.0, will be addressed in the proposed elective:

### **SCHOLAR**

1. Engage in the continuous enhancement of their professional activities through ongoing learning
  - 1.1. Develop, implement, monitor, and revise a personal learning plan to enhance professional practice
  - 1.2. Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources
    - 1.2.1. Seek and respond to information about their performance in the clinical setting
  - 1.3. Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice
2. Teach students, residents, the public, and other health care professionals
  - 2.1. Recognize the influence of role-modelling and the impact of the formal, informal, and hidden curriculum on learners
    - 2.1.1. Apply strategies for deliberate, positive role-modelling
  - 2.2. Promote a safe learning environment
  - 2.3. Ensure patient safety is maintained when learners are involved
    - 2.3.1. Supervise learners to ensure they work within their limits
    - 2.3.2. Balance supervision and graduated responsibility, maintaining patient safety while providing learners the opportunity for autonomy and professional development
  - 2.4. Plan and deliver learning activities
    - 2.4.1. Provide clinical teaching and/or other informal learning activities
  - 2.5. Provide feedback to enhance learning and performance

For those residents who began training on or after July 1<sup>st</sup>, 2011, the following objectives, from The Royal College Objectives of Training in Internal Medicine, 2011 version 1.0 will be addressed in the proposed elective:

### **Scholar**

#### **Definition:**

As Scholars, Internists demonstrate a lifelong commitment to reflective learning, as well as the creation,

dissemination, application and translation of medical knowledge.

**Key and Enabling Competencies: Internists are able to...**

**1. Maintain and enhance professional activities through ongoing learning**

1.3. Recognize and reflect on learning issues in practice

1.5. Pose an appropriate learning question

1.7. Integrate new learning into practice

1.8. Evaluate the impact of any change in practice

1.9. Document the learning process

**2. Critically evaluate medical information and its sources, and apply this appropriately to practice decisions**

**3. Facilitate the learning of patients, families, students, residents, other health professionals, the public and others**

3.1. Describe principles of learning relevant to medical education

3.2. Identify collaboratively the learning needs and desired learning outcomes of others

3.3. Select effective teaching strategies and content to facilitate others' learning

3.4. Demonstrate an effective lecture or presentation

3.5. Assess and reflect on a teaching encounter

3.6. Provide effective feedback

3.7. Describe the principles of ethics with respect to teaching

**Professional**

**Definition:**

As Professionals, Internists are committed to the health and well-being of individuals and society through ethical practice, profession-led regulation, and high personal standards of behaviour.

**3. Demonstrate a commitment to physician health and sustainable practice**

3.2. Strive to heighten personal and professional awareness and insight

**7.00 STANDARDS**

7.01 General Standards of Accreditation

7.02 Specialty Standards of Accreditation

7.03 University of Calgary Standards

7.04 Residency Program Standards

7.05 Health Authority Standards

7.06 Professional Association Standards

**8.00 FREQUENTLY ASKED QUESTIONS**

8.01 Pearls: as below

8.02 Opportunities: This elective is a unique educational venue that focuses on providing trainees with opportunities to develop and improve upon their skills as teachers. The immediate feedback, opportunity to reflect on performance and regular review and discussion with the Medical Director(s) will allow the trainee to build on information gathered and gauge improvement.

**9.00 EVALUATION**

9.01 Appropriateness of Objectives: The objectives for this rotation are focused on the educational opportunities that will be available for the resident. They fall under the expectations for residency training and unique educational opportunities not consistently fulfilled on other rotations.

9.02 Adherence to Objectives: the goal is to have the trainee ensure that the rotation objectives are met.

9.03 Adherence to Standards: as above

9.04 Evaluation of Activity by Learners The evaluation of the elective will occur by the learner filling out a

rotation evaluation.

#### 9.05 Evaluation of Activity by Educators

The Medical Director is expected to:

1. Help the resident arrange the teaching sessions
2. Meet with the resident at the start of the rotation and provide orientation
3. Meet with the resident at the midpoint of the rotation and provide formative evaluation
4. Meet with the resident at the end of the rotation and provide summative evaluation
5. Submit the summative evaluation to the IM residency program

The individual teachers are expected to:

1. Discuss roles with the resident prior to teaching
2. Include the resident in teaching
3. Provide face to face (and paper) feedback after each teaching opportunity.

For residents entering residency training after 2011, at the end of this rotation the resident will be judged at or above the expected level of teaching performance for an Internal Medicine resident (which equates to a score of > 3 of the form used to rate teaching effectiveness).

For residents entering residency training on or after July 1, 2019, at the end of this rotation the resident will be judge based on their degree of competency for each milestone and entrustable professional activity that applies to this rotation.

At the end of this rotation the resident will report enhanced self-efficacy in their role as a teacher

9.06 Evaluation of Activity by Health Professionals: n/a

9.07 Evaluation of Activity by Patients and Families: n/a

9.08 Evaluation of Activity by Health Authority: n/a

9.09 Evaluation of Learners by Educators: as above

9.10 Evaluation of Learners by Peers: n/a

9.11 Evaluation of Learners by Health Professionals: as above

9.12 Evaluation of Learners by Patients and Families: n/a

9.13 Evaluation of Learners by Program: As above, the medical directors are involved with the Residency program.

9.14 Evaluation of Learners by Objective Assessment: teacher effectiveness will be evaluated by the evaluation form found below.

9.15 Internal Review: n/a

9.16 Accreditation: n/a