



RESIDENTS AS TEACHERS

Teaching Toolbox: Resident as Leader

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ROLES OF THE LEADER

- Magically overnight interns become senior residents and team leaders
- What are some of the expected leadership roles?
 - Lead the team
 - Run work rounds efficiently
 - Manage and teach interns and medical students
 - Communicate with the attending physician(s)
 - Ensure good patient care

OBJECTIVES

- Recognize the (ert]6 (e) T-1.9 ((h68(e) T-1.9 a7rT-1.90904 f-90904 6

INTRODUCTION

- Effective teachers are also good leaders
- Without an effective leader, potential learners will often lack direction to move forward
- Leadership needs to be established at the beginning of a rotation, especially that on an inpatient service (ward or ICU) or even in clinic where team work is critical

EFFECTIVE LEADERS

- Set expectations
- Are organized
- Delegate tasks
- Manage time effectively
- Are professional in their interactions
- Model good behaviors
- Provide regular feedback
- Interested in the learning of the team

DAY 1 OF ROTATION

- Confirm the leadership position (in a non-controlling manner) delegates tasks, manages time
- Establish expectations and roles for each team member
- Provide direction for the team
 - Work rounds
 - Attending rounds
 - Teaching rounds
 - Presentations
 - Notes

DAY 1 (continued)

- Request each learners' goals for the rotation
- Develop a plan to help meet learning goals
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SETTING EXPECTATIONS

- Being explicit is not a bad thing
- Give each team member some specific examples
- People like to know their boundaries and exactly what is expected

MAKE LEARNING A PRIORITY

- All clerkships in third year have goals and objectives reviewed annually
- All residency programs have goals and objectives for each learner at each level of training
- Engage the team to set up individualized learning goals for the rotation
 - Have learners write down learning objectives
 - Refer to them throughout the month

MAKE TIME FOR LEARNING

- Carve out time dedicated to teaching
- Involve the team in the process
- Assign short talks 2 minute talks require a lot of skill to distill the information and make it relevant to the patient
- Provide teaching on topics as the team leader
- Integrate bedside teaching especially with interesting patients

PROVIDE DIRECTION

- Direction equals organization
- A well crafted calendar with team members' commitments listed will prevent crises:
 - Daily team events such as work and attending rounds
 - Resident didactic sessions
 - Student lectures and other responsibilities
 - Miscellaneous team needs

FRAMEWORK

- Orientation on Day 1 of a rotation provides a format where learning can be fostered
- The role of each team member is established and goals are presented
- Key elements of organization have been established

PROFESSIONALISM

- Model behaviors as team leader
- What is professionalism?
 - Competence
 - Engagement
 - Reliability
 - Dignity
 - Agency
 - Dual focus on illness and disease
 - Concern for quality in health care

PROFESSIONALISM (continued)

- *Practical descriptions:*
- Good communication: with patients, with nurses, with other ancillary health care personnel and other teams
- *“This is how I would want my mother treated if she were in the hospital.”*
- Professionalism also involves respecting educational time and the processes of teaching and learning

Copies of Descriptors of Team Leaders Based on APDIM Workshop –Time Trap

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TIME WASTER PERSONALITIES

- The Crisis Manager
- The Undisciplined Procrastinator
- The Easily Distracted
- The Perfectionistic Resister
- The Systematically Inefficient
- The NonCommunicator
- The Impulsive Wanderer

THE EASILY DISTRACTED

Recognition:

- Is derailed by interruptions
- Tends to leave tasks unfinished

• Potential Fixes:

- Help them prioritize
- Emphasize completing each step
- Consider taking cross cover pager

THE PERFECTIONIST

Recognition:

- “I can do it best”
- Attempts too much
- Can’t delegate tasks
- Fear of failure

Potential Fixes:

- Constructive Feedback
- Convey the importance of delegation
- Emphasize role of team leader, educator

THE SYSTEMATICALLY INEFFICIENT

Recognition:

- Tied up with paperwork
- Tied up in meetings
 - Educational conferences
 - Health Team Rounds
 - Attending rounds
- Inadequate support

Potential Fixes:

THE NONCOMMUNICATOR

Recognition:

- “Who’s in Charge?” “What’s the Plan?”
- Doesn’t communicate back to team; or,
- Does things without input from resident or attending
- Delays in care

Potential Fixes:

- Constructive feedback
- Address the attitude behind the behavior
- Make suggestions for change

THE IMPULSIVE WANDERER

Recognition:

TIME MANAGEMENT

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WORK ROUNDS

- Need to be efficient
- Should not last more than an hour
- Primary purpose is to gather data and make a plan
- Write orders in timely manner either as one goes or immediately afterward
- Track things that need to be done
 - Tests to be ordered
 - Consults to be obtained
 - Appointments that need to be made

ATTENDING ROUNDS

- Determine the point of attending rounds
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SUMMARY

- LEAD
 - Establish Leadership position
 - Establish Expectations for team members
 - Assess and plan for meeting learner's goals
 - Develop feedback plan
- Include time management, organization and routinely check in with the team