



University of Colorado
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Employing Reflective Writing to Gain Insights from a Resident Teaching Elective Curriculum

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BACKGROUND

- ACGME requires residents to participate in the education of learners and develop their practice as “scholarly teachers.”
- Patient care and scheduling demands can limit time dedicated to honing teaching skills.
- We created the *Teaching Elective at Children's Hospital* (TEACH) to allow protected time for pediatric residents to improve their educator skills using **Ericsson's deliberate practice theory** as a conceptual framework.

OBJECTIVE

- To describe residents' perceptions of their practice as teachers after TEACH and to evaluate this dedicated teaching elective through the use of narratives

METHODS

- The TEACH curriculum was developed using **Kern's Six-Step Approach** and implemented in Fall 2018 on the Hospital Medicine inpatient setting.

Residents participated in the TEACH elective (2-4 weeks) and completed educational activities:

1) Readings and video assignments

2) Direct observation and feedback to learners

3) Small group teaching

Residents completed written reflections about the effectiveness of the curriculum and their experience as medical educators

- 4 reviewers coded the written reflections using **basic interpretative qualitative methodology**.

RESULTS

- 32 residents completed the elective and written reflections between October 2018 and August 2021.
- Qualitative analysis revealed themes about the **resident participants as educators** and the **TEACH elective itself**:

Self-perceived improvement in teaching skills

Benefits of deliberate practice

Utilization of more effective teaching tools

Appreciation for learner-centered teaching & longitudinal observation of learners

Affirmation of a career interest in medical education

*“The practice of giving **formal feedback** [...] made me more thoughtful about what is relevant and helpful for each learner **based on their current level of training**, normalized the process, and made me more comfortable with models for effective feedback.”*

*“By the end of the elective, I was able to put together a **chalk talk** at the last minute and using the feedback I had received and the **ample opportunities to practice** over the course of the elective, it was arguably one of my more effective chalk talks.”*

*“I absolutely **loved** my two weeks on the TEACH elective. Before this elective, I already knew that I wanted to make teaching and medical education a part of my career, but after these two weeks, I realize more fully **how important it is to me** and how crucial it will be for me to **incorporate it into my career**.”*

Value of dedicated time to hone skills

Possibility of “feedback fatigue”

*“Having been a senior on the wards teams [...] it can be **challenging to balance clinical responsibilities** and leading the team while also dedicating time to feedback and teaching residents and medical students. I very much enjoyed having **dedicated time to observe rounds, provide feedback, and teach in the afternoon**.”*

*“I think that rounding everyday can be a cause of some **feedback fatigue** for learners [and] the residents on TEACH if it is a longer elective.”*

CONCLUSIONS

- Reflective writing offered valuable insight into self-reported change in behaviors and attitudes related to high-quality teaching and feedback.
- Narrative medicine may be helpful to evaluate learning outcomes of similar curricula.

NEXT STEPS

- We plan to implement direct observation of residents before and after TEACH to confirm increased competence and behavior change.