Teaching Trainees to Teach
A Moral Project

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DISCLOSURES

Neither Shelley Holmer nor Wilbur Dattilo have any financial conflicts of interest to disclose.

If you have any ideas about how to make money from our ideas, meet us after class.
RESIDENTS AS TEACHERS

• Why is this a Moral Project?
• Goals of the Program
• Did we meet our Goals?
• Concept Maps
ACKNOWLEDGEMENTS

Leadership
• Jane Gagliardi
• Holly Lisanby

Team
• Allie Thomas-Fannin
• Lin Walker

Mentors
• Dan Blazer
• Warren Kinghorn

SSRI
• Alexandra Cooper
• Meagan Madden

Collaborators
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  • Erin Malloy
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• University of Newcastle
  • Brian Kelly
  • Catherine Hickie
• GME Concentration – RAT
• Deborah Engle
• Alisa Nagler
• Focus Group Leader
• Krista Alexander
HIERARCHY OF VALUES

Accomplishment  | Cooperation  | Freedom  | Knowledge  | Prosperity  | Solving Problems
Accountability  | Coordination | Friendship | Leadership | Punctuality | Spirit in life
Accuracy        | Creativity   | Fun      | Love       | Quality of work | Stability
Adventure       | Decisiveness | Global view | Loyalty    | Regularity | Standardization
Beauty          | Democracy    | Good will | Maximum utilization | Reliability | Status
Calm            | Discipline   | Goodness | Meaning    | Resourcefulness | Strength
Challenge       | Discovery    | Gratitude | Merit      | Respect for others | Succeed
Change          | Diversity    | Hard work | Money      | Results-oriented | Systemization
Cleanliness,    | Ease of Use  | Harmony  | Openness   | Rule of Law    | Teamwork
Collaboration   | Efficiency   | Honesty  | Patriotism | Safety        | Timeliness
Commitment      | Equality     | Honor    | Peace      | Satisfying others | Tolerance
Communication   | Excellence   | Improvement | Perfection | Security | Tradition
Community       | Fairness     | Independence | Personal Growth | Self-giving | Tranquility
Competence      | Faith        | Individuality | Pleasure | Self-reliance | Trust
Competition     | Faithfulness | Inner peace | Power | Self-thinking | Truth
Connection      | Family       | Innovation | Practicality | Service | Unity
Content over form | Family feeling | Integrity | Preservation | Simplicity | Variety
Continued        | Flair        | Intensity | Privacy | Solving Problems |
HIERARCHY OF VALUES

- Personal: Friend, Mother
- Professional: Clinician, Administrator, Educator, Outpt, WW
- GME, UME
LOW MORALE

• Scarcity of financial resources
  • State/National level
    • Psychiatric beds decreased
    • Outpatient services cutback
  • Departmental Level

• Work load changes for residents and faculty

• Leadership turnover → uncertainty
RAT – GETTING STARTED

- Systematic review of literature
- Grant applications
- Focus groups
- Preliminary data

Maslow’s Hierarchy of Needs

1. Physical Survival
2. Physical Safety
3. Love and Belonging
4. Self-esteem
5. Self-fulfillment
“Morale does not come from having better working hours or less weekend call....morale comes from working together with others on a moral project.”

Warren Kinghorn, MD
PROFESSIONAL VALUES

- Security $\rightarrow$ safe to fail
- Community $\rightarrow$ space
- Effectiveness $\rightarrow$ competence/confidence
- Creativity $\rightarrow$ space
- Growth $\rightarrow$ challenge
MIND OF THE OTHER

Effort to understand the “mind of the learner”

• Theory of Mind
• Core value woven through RAT
  • Teaching
  • Morale

The Platinum Rule

"Do unto others as they would have you do unto them, not as you would have them do unto you."
RESIDENTS AS TEACHERS

• Why is this a Moral Project?
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GME GOALS

• Learn teaching skills
  • Clinicians/Educators/Presenters
• Increase fund of knowledge
• Meet ACGME Milestones
• Psychological Impact
  • Morale
  • Create culture where teaching is valued
UME GOALS

- Fund of knowledge
  - Better clinicians
  - Better scores (NBME, STEP) → better match
- Teaching is modeled
  - Culture where teaching is valued
  - Better clinicians and educators
- Good for Psychiatry
  - Reputation
  - More students specialize?
  - LCME
RAT SESSIONS

- What do residents want?

Mind of the learner
Security – model failure
Community
Creativity
RAT SESSIONS

- What do residents want?
- What do medical students want?
- Giving structured feedback

Security – cognitive restructuring, “not evaluation”
Effectiveness – operationalize
Growth/challenge - exposure
Mind of the learner – “How did that go?”
RESIDENTS AS TEACHERS

• Why is this a Moral Project?
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• Concept Maps
UME GOALS MET?

- LCME
- Specialization
- NBME
<table>
<thead>
<tr>
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<th>Duke</th>
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<td>Aug 2010-Aug 2011</td>
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<td>80.4</td>
<td>80.3</td>
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<td>Jan 2014 – Apr 2015</td>
<td>84.9</td>
<td>82.3</td>
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</table>
GME GOALS MET?

- ACGME Milestones
- Morale
- SurveyMonkey questionnaire
- Focus Group
SURVEY
COMFORT TEACHING

Before
After

Not at all
Slightly
Moderately
Very
Completely
FOCUS GROUP
QUALITATIVE ANALYSIS

- Assistance from Duke University Social Science Research Institute (SSRI)
- Used NVivo software to code & count themes and analyze graphically

Alexandra Cooper, PhD
Meagan Madden
FREQUENCY OF EMERGENT THEMES

- Challenges
- Comfort Teaching
- Communication
- Concept Map
- Culture
- Feedback
- Helpful
- Informal Teaching
- Material
- Mentorship
- Setting Expectations
- Space for Discussion
- Suggestions
- Teaching Duty
- Teaching Patients
- Theory of Mind
QA RESULTS

- Emergent themes matched with program content
- Feedback from residents was mainly positive
- Provided constructive feedback
- Feedback was more >> do differently
- Divergence: prepared lesson plans vs. creating own
- Importance of knowing expectations in work culture
MORALE GOALS?

- Security
- Community
- Effectiveness
- Creativity
- Growth/challenge
- Mind of the learner
FREQUENCY OF EMERGENT THEMES
SAFE TO FAIL

“You know, the reality is most med students, the best way they can probably learn is learn from the mistakes of watching residents and watching us fail at things. And I think one of the things I often do with my med student, whether it’s on consults or ED or whatever, is I point out when I’ve done something wrong or something that didn’t work, and I think that reflects—that helps them to reflect on themselves and be comfortable with knowing where they need to improve and where they need to do better.”
RESIDENTS AS TEACHERS

- Why is this a Moral Project?
- Goals of the Program
- Did we meet our Goals?
- Concept Maps
QUALITIES OF GOOD TEACHERS

- Interested
- Engaging
- Considers their audience
- Effectively organizes information
Texas
United States of America
Earth
CONCEPT MAPS

1. Start in a familiar place → then ↑ your complexity

2. Attach new learning to old in a meaningful way

3. Maps are rarely linear
   they form a network

More connections
• More retention
• More questions/insights
CONCEPT MAPS

- Different maps for the same landscape
  *DSM vs RDoCs*

- Should change/be replaced over time
  *pruning*

- Map is a false representation
CONCEPT MAPS

“We all know that Art is not truth. Art is a lie that makes us realize truth”

Pablo Picasso, 1923
CONCEPT MAPS RECAP

1. Familiar place $\rightarrow$↑ complexity

2. New learning $\rightarrow$ old learning in meaningful way
   (organelles)

3. Maps form a network
"TAKE ME TO YOUR LEADER"

- Cabinet Member
- Magistrate
- US Senator
- State Senator
- Page
- Governor
- Mayor
- Secretary of State
- Lieutenant Governor
- State Representative
- Circuit Court Judge
- Attorney General
- United States President
- Supreme Court Judge
- Federal Court Judge
- US Vice President
- Speaker of the House
- US Representative
- Department Chair
QUESTIONS TO CONSIDER . . .

- Did you find that this exercise caused you to reflect on your knowledge deficits related to governmental organization?
- Was there stuff you decided to leave out for the sake of clarity? Is that okay?
- Does your concept map have to look the same as everyone else’s for it to be “true” and helpful?
- Do you have to know everything about governmental organization to be helpful to this extraterrestrial?
End of Presentation
## EMERGENT THEMES

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
<th>Count</th>
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<tr>
<td>Challenges</td>
<td>Challenges encountered as teachers</td>
<td>5</td>
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<tr>
<td>Comfort Teaching</td>
<td>Felt more comfortable teaching medical students</td>
<td>7</td>
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<tr>
<td>Communication</td>
<td>Better communication skills</td>
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<tr>
<td>Concept Map</td>
<td>Referenced use of concept maps as teaching tool</td>
<td>19</td>
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<tr>
<td>Culture</td>
<td>Learning new culture</td>
<td>2</td>
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<tr>
<td>Feedback</td>
<td>Providing appropriate feedback for students</td>
<td>17</td>
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<tr>
<td>Helpful</td>
<td>Specific ways in which RAT was helpful for residents</td>
<td>10</td>
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<tr>
<td>Informal Teaching</td>
<td>Ability to utilize time moments for teaching and not feel burden to spend a ton of time on lesson plans</td>
<td>22</td>
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<tr>
<td>Material</td>
<td>Psychiatry content that medical students need to get during rotation</td>
<td>11</td>
</tr>
<tr>
<td>Theme</td>
<td>Description</td>
<td>Count</td>
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<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Mentorship</td>
<td>Role of residents as mentors for medical students</td>
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<td>Moderator</td>
<td>Questions/comments from focus group moderator</td>
<td>7</td>
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<tr>
<td>Setting Expectations</td>
<td>Learned importance of setting appropriate expectations for medical students</td>
<td>8</td>
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<tr>
<td>Space for Discussion</td>
<td>RAT sessions allowed residents to have a dedicated time/space for talking about teaching</td>
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<tr>
<td>Suggestions</td>
<td>Feedback for improvements to RAT program</td>
<td>41</td>
</tr>
<tr>
<td>Teaching Duty</td>
<td>Recognize responsibility to educate future doctors on psychiatry</td>
<td>16</td>
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<tr>
<td>Teaching Patients</td>
<td>Learning to teach psychiatry to medical students also helped residents to teach their patients</td>
<td>5</td>
</tr>
<tr>
<td>Theory of Mind</td>
<td>Understanding audience and where they are starting from</td>
<td>6</td>
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</table>
SURVEY QUESTIONS

- What new learning took place for you?
- What will you take away from this class?
- What changes would you recommend for next year?
- Other comments?
- How comfortable were you before class?
- How comfortable were you after class?
FOCUS GROUP QUESTIONS

• Several months have passed since the Residents as Teachers course was taught [...] at this time what sticks out as memorable to you about that class?
• In what ways are you currently involved in teaching medical students, patients, and/or other residents?
• Were there things from the class that you could have used more of?
• Was there anything from the class that was not helpful or you think should have less time devoted to it?
• What thoughts do you have about how you teach patients differently because of this course?
QUALITATIVE ANALYSIS

- Gain understanding of reasons, opinions, and motivations of human subjects
- Offer insights into a question or problem
- Help develop ideas/hypotheses for potential quantitative research
- Uncover trends in thought and opinions
- Discover causes/effects/patterns identified by respondents but have not occurred to research team
“Turning to our foundations in Ausubel’s learning theory, our research group came up with the idea of representing knowledge revealed by the interviews as concept maps, with concepts and propositions organized into a hierarchy, with the most general, most inclusive concepts at the top and the more specific, less inclusive concepts lower in the hierarchy.”

JD Novak