TEACHING SENIOR ROTATION SUMMARY

Rotation Contacts and Scheduling Details
Rotation Director: Becky Blankenburg, MD, MPH
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Administrator: Gretchen Shawver
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Additional Contacts
Clerkship Directors: Elizabeth Stuart, MD, MSEd
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Pediatric Physical Findings Rounds: Charles Prober, MD
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Introduction
The ACGME requires that residents demonstrate an ability to “facilitate the learning of students and other health care professionals” as part of competency in Practice-Based Learning and Improvement. The Teaching Senior rotation provides an opportunity for senior residents to further develop their skills and receive feedback in the following areas:

TEACHING
- Assessing one’s own learning and teaching style
- Preparation and planning for teaching
- Teaching in large groups
- Teaching in small groups
- Bedside teaching
- Teaching in the context of clinical care (teaching on rounds and one-on-one)
- Promoting clinical reasoning

FEEDBACK
- Providing constructive formative feedback
- Providing summative feedback and evaluation

EDUCATIONAL DESIGN
- Curriculum development and evaluation

CONTINUOUS IMPROVEMENT
- Reflection and self-assessment

Last updated 6/10
# Weekly Schedule

The resident schedule will receive a customized schedule prior to the start of the rotation. Two sample weeks are posted below. Additional cross cover responsibilities should be expected.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
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<tr>
<td>8-8:30am Morning Report</td>
<td>8-8:30am Morning Report (TS #2)</td>
<td>8-8:30am Morning Report</td>
<td>8-8:30am Morning Report (TS #1)</td>
<td>1-3pm Small Group Session on</td>
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<td>9:00am-10:00am Orientation</td>
<td>10-Noon Bedside Teaching with First and Second Year Med Students (all)</td>
<td>10-Noon Bedside Teaching with First and Second Year Med Students (all)</td>
<td>8:30am-Noon Observation and Feedback on SCVMC Wards (TS #2)</td>
<td>(1) Tools for Giving Feedback and (2) Curriculum Design &amp; Evaluation (with Becky Blankenburg)</td>
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<td>10:00-Noon Small Group Session on (1) Learning Styles and (2) Tools for Teaching (with Becky Blankenburg)</td>
<td>9-Noon Observation and Feedback on Blue Team (TS #1)</td>
<td>8am-12pm Continuity Clinic (TS #1)</td>
<td>8:30-11am Observation and Feedback in ACC (TS #1)</td>
<td>11am-Noon Dean’s Rounds (LPCH 3-East Conference Room)</td>
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<tr>
<td>1-2pm Small Group Teaching with Medical Students at LPCH (TS #1)</td>
<td>2-3pm LPCH Office Hours (TS #1)</td>
<td>1-3pm Continuity Clinic (TS #2)</td>
<td>11am-Noon Dean’s Rounds (LPCH 3-East Conference Room)</td>
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<tr>
<td>8-8:30am Morning Report</td>
<td>8-8:30am Morning Report (TS #2)</td>
<td>8-8:30am Morning Report</td>
<td>8-8:30am Morning Report (TS #1)</td>
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<tr>
<td>1-2pm Small Group Teaching with Medical Students at LPCH (TS #1)</td>
<td>9-Noon Teaching While Providing Patient Care (TS #2 - ACC)</td>
<td>10-Noon Bedside Teaching with First and Second Year Med Students (all)</td>
<td>8:30-11am Observation and Feedback in ACC (TS #1)</td>
<td>1-5pm SPEx (located at Modular E, Welch Road; all)</td>
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<tr>
<td>2-3pm LPCH Office Hours (TS #1)</td>
<td>9-Noon Observation and Feedback on Blue Team (TS #1)</td>
<td>1-5pm Teaching While Providing Patient Care (TS #1 - ACC)</td>
<td>11am-Noon Dean’s Rounds (LPCH 3-East Conference Room; all)</td>
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<td>8am-12pm Continuity Clinic (TS #1)</td>
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<td>1-5pm Continuity Clinic (TS #2)</td>
<td>1-5pm Continuity Clinic (TS #2)</td>
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Last updated 6/10
Rotation Specifics

Orientation
Residents are expected to prepare for this rotation by reviewing the rotation material in advance. During the first week of the rotation, the Teaching Senior will meet with Dr. Becky Blankenburg or Gretchen Shawver to discuss personal goals for the rotation, the rotation’s goals and objectives, and rotation logistics.

Pagers
Since the residents are on jeopardy call during this rotation, they should carry their pagers at all times.

Call Schedule & Cross-Cover Responsibilities
The residents are on jeopardy call during this rotation, and may be called in for either daytime or nighttime coverage. These clinical duties serve as opportunities to practice teaching in the moment and providing real time feedback.

Resident Roles and Responsibilities
The resident roles are more explicitly explained in the “Learning Topics and Teaching Modules” section, but briefly, the roles of the Teaching Senior are to:
• Prepare and deliver 4 morning reports.
• Prepare 1 Journal Club given during Noon Conference. The preparation includes ensuring the article is distributed to the audience in advance via email.
• Prepare and deliver 4 small group teaching sessions with medical students.
• Perform weekly Physical Exam Finding Rounds with medical students.
• Directly observe each medical student twice (either on the wards or in clinic) and provide feedback.
• Directly observe medical students in the standardized patient exercises and provide feedback.
• Provide one-on-one tutoring if medical students or residents need additional assistance.
• Develop a curricular intervention.
• Email copy of all presentations to lpchresidentwebsite@gmail.com for loading onto peds.stanford.edu website. Label each presentation with title, author, and date. Double check that no patient identifiers exist in case.

Evaluation and Feedback
Each Teaching Senior will assemble a portfolio of items to reflect educational efforts and performance during the rotation, which he/she will turn into Dr. Blankenburg at the end of the rotation. Teaching Portfolios should include:
• Student evaluations of resident teaching (collected in E*Value)†
• Faculty evaluations of resident teaching sessions (Lecture and/or Case-based teaching)
• Peer evaluations of resident teaching sessions (Lecture and/or Case-based teaching)
• Documentation of completion of the School of Medicine Individual Evaluators’ Tutorial†
• Handouts or other educational materials developed during the rotation*

* These items will be included on the Housestaff Website, as a resource for future Teaching Seniors and other residents. Please let the Chief Residents or Gretchen know if you do not want your materials posted.
† Rotation Coordinator will assemble these items

Required Readings
Learning and Teaching Styles (after completing the pre-rotation assessment quizzes):
  • VARK
  • Kolb
  • Pratt Teaching Perspectives Inventory

Preparation and Planning for Teaching:

Teaching in Large Groups:
  • Prober, C. Presentation Skills. Powerpoint.
  • Stuart, AE. Teaching with Cases. Powerpoint.

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**Bedside Teaching:**
- The Pediatric History and Physical.
- Denver Developmental Exam.

**Teaching in the Context of Clinical Care (Teaching on Rounds and One-on-One):**
- MAHEC Office of Regional Primary Care Education, Asheville, NC. One Minute Preceptor Review.

**Promoting Clinical Reasoning:**

**FEEDBACK**

**Direct Observation and Formative Feedback:**
- Konopasek L. Feedback (including Ask-Tell-Ask Model).
- LPCH Feedback Card.

**EDUCATIONAL DESIGN**

**Curricular Design and Evaluation:**
- Bloom’s Taxonomy.

**CONTINUOUS IMPROVEMENT**

**Reflection and Self-Assessment:**