

# Resident role in teaching, feedback and evaluation UCSF GME orientation

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## Being a memorable teacher

- Setting expectations
- Teaching by doing
- Feedback and grading
- Creating a positive learning environment

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## Setting expectations

- Start your teaching with the end in mind
  - UCSF MD Competencies
  - Clerkship Objectives
- What does a passing performance look like?
- If uncertain: Ask the clerkship/site director

• <https://meded.ucsf.edu/md-program/current-students/curriculum/md-competencies>


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## Your 'to-do list' is exciting for your student



### Scut list

- Call the pharmacy
- Talk to nurse
- Get more history
- Change dressing
- Pend orders

### Learning retention

- Lecture = 5%
- Reading = 10%
- Audiovisual = 20%
- Demonstration = 30%
- Discussion group = 50%
- **Practice by doing = 75%**
- **Teach others / immediate use of learning = 90%**

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## You are a role model

- Before: As you hear me present this patient's lab values, I want you to think about...
- During: Let me show you how to remove these sutures so that next time you can do it and I'll watch
- After: How did we approach this patient with abdominal pain differently than with our last admission?

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## Feedback on the fly

- **Label it:** 'I am giving you feedback'
- **Make it timely, specific:** 'try putting your hands here with the patient lying like this'
- **Invite it:** what feedback do you have for me?

- When you have more time:
  - ASK, TELL, ASK



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**BBOT: feedback tool for students**

**Online resources for teachers**

<https://wiki.library.ucsf.edu/display/TBS/Clinical+Faculty>

Brief  
Bridges  
Observation  
Tool

BBOT

Demo BBOT:




Image by Core Allmann from Pixabay

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**Core clerkship grading**

- Pass/fail at UCSF since 2019
- Honors grades in subinternships
- No AOA

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## The learning environment

- Know and use students' names
- Welcome the student
  - *I want to help make sure this is a great rotation. I know you have a lot going on as a student. \_\_\_\_\_ is awesome and I want to be sure you learn a lot. Please ask questions and use me as a resource along the way.*
- Find out what they've already learned, and what they want to learn
- Include them
  - Discussions
  - Meals



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## Model our culture of respect

Professionalism  
Respect  
Integrity  
Diversity  
Excellence



### Who you can't evaluate....

<https://meded.ucsf.edu/policies-procedures/medical-student-duty-hours-clinical-rotations>

<https://meded.ucsf.edu/policies-procedures/health-provider-and-education-roles-faculty-supervising-students>

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## Universal Respect Questions

1. "I was treated with respect by this resident"
  2. "I observed others (students, residents, staff, patients) being treated with respect by this resident"
- Disrespect:
    - Belittled, humiliated
    - Sarcastic or insulting manner
    - Intentionally neglected or left out of the communications
    - Sexist remarks or names
    - Racist or ethically offensive remarks or names
    - Required to perform personal services (i.e. babysitting, shopping)
    - Threatened with physical harm

• <https://meded.ucsf.edu/policies-procedures/medical-student-mistreatment-policy>

• <https://ophd.ucsf.edu/>

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## My student seems to be struggling: causes

- Knowledge or skills deficits
  - Competencies, objectives
  - Lack of improvement
- Well-being
  - Personal stressors
  - Mood issues
- Professionalism
  - Timeliness, reliability
  - Interactions with other providers, patients

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## Who can help

- Attending
- Clerkship/site Director
- Residency Director
- Deans for Students
  - John Davis
  - Karen Hauer
  - Lee Jones
  - Catherine Lucey

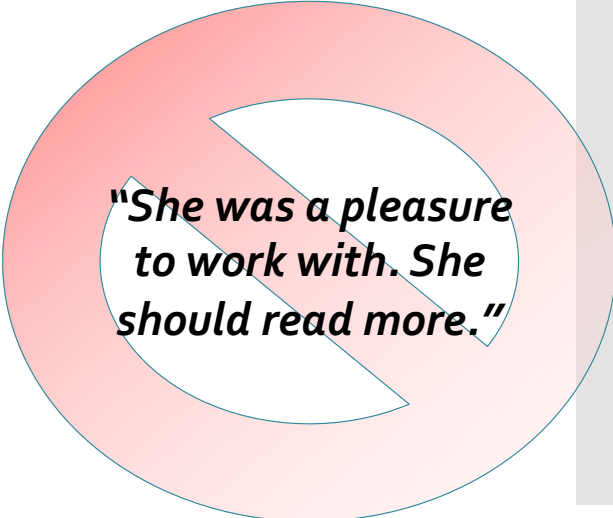


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Last but  
not least...

- Fill out your evaluations
- Thank you!



***"She was a pleasure  
to work with. She  
should read more."***