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Faculty Instructional Development
Residents as Educators Program

Faculty Appointment
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As Director of Faculty Instructional Development, Dr. Spear-Ellinwood creates programs for educator development of faculty, fellows and residents at the University of Arizona College of Medicine. She develops and implements curriculum for programs, recruits faculty and education professionals with relevant expertise to assist in implementing curricula. Current programs and activities are described in more detail on this website.

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Find out more about...
⇒Residents as Educators (RAE) Program
⇒Affiliate Clinical Educators (ACE) Program
⇒Teaching with Technology (TWT) Series
⇒AMES/OMSE Faculty Instructional Development (FID) Series
⇒AMES/OMSE Teaching Scholars Program
The RAE Program

The Residents as Educators (RAE) Program is an instructional development program offered by OMSE Faculty instructional development. The program is available to UA COM residents as one-on-one training or through residency program educational activities.

Residents are required by UA COM policy to participate in ongoing instructional development activities each year following the initial orientation to teaching held immediately preceding the start of their residency programs.

Durable Materials for Residents, Residency Program Directors & Faculty

If you’re a resident, and would like to learn more about teaching and assessing medical students, the durable materials online can assist you in self-directed learning. If you’re a faculty member and would like to enhance your teaching, assessment or feedback skills, this catalog contains links to durable materials that you might find helpful in this endeavor.

Residency programs often include their own sessions on instructional strategies to satisfy the RAE training requirement per UA CoM policy. If you are a Resident Program Director and would like to incorporate RAE Program materials into your RAE activities/sessions, this catalog contains links to a variety of guides, presentations and activities available on the FID website.

Document Types

Many of the materials online are PDFs, videos, or presentations.

Several of the guides and mini-presentations have been created using Haiku Deck, a web-based presentation software. These mini, web-based presentations focus on educational frameworks and strategies. The content is adaptable for any department. If you would like assistance in adapting these materials for residents as educators training in your program, please contact me.
Teaching in Clinical Settings

Provides an introduction to the BDA and RIME frameworks and how to combine these to establish or clarify expectations for student participation in clinical encounters.

Engaging Learners

Deck emphasizes effective communication, responsive feedback and inquiry to promote self-assessment and reflection on learning and practice in undergraduate medical education.

Inquiry-based Teaching Strategies

This deck highlights the importance of using inquiry-based strategies for teaching in clinical and pre-clinical settings to promote learners’ reflective engagement in learning and practice. Strategies include: Sequencing, scaffolding, Think-Pair-Share, and a formula for customize your questioning to foster the kind of thinking in which you would like the learner to engage. More about inquiry-based strategies online at FID.medicine.arizona.edu.
BDA Framework: An Introduction

Mini presentation on the key concept for clinical teaching using the BDA (Before, During, After) framework; adapted from the RAE Orientation presentation on June 30, 2015, by Karen Spear Ellinwood, PhD, JD, Director, Faculty Instructional Development, Residents as Educators Program.

BDA for Clinical Teaching

This deck offers an overview of the BDA (Before-During-After) framework to structure teaching in clinical settings. The purpose of the approach is to help the clinical educator to identify learning objectives for particular encounters, specify the expectations for the medical student's participation in the encounter, and engage the student in appropriate follow-up activity to the encounter (e.g., feedback; drafting SOAP note, etc). Included in this deck are two teaching scenarios to practice applying this BDA framework to teaching in clinical settings. The FID website has additional teaching scenarios available for this purpose. Coming soon! A Haiku Deck on RIME that includes RIME-based teaching scenarios.
RIME Framework

This mini-presentation of the RIME framework is based on the work of Pangaro (1999) and may be used for teaching residents how to teach medical students or in teaching residents a systematic and mindful approach.

Reflective Feedback Conversation Model Applied with BDA & RIME

This presentation outlines the essential components of engaging learners (medical students or residents) in reflective feedback conversations, a model developed by Cantillon & Sargeant (2008). The presentation promotes a unique application of this model by integrating BDA (Vacca & Vacca, 2008) and RIME (Pangaro, 1999) to structure teaching and anchor formative feedback.
Reflective Feedback Conversation Model

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Actionable! (Helpful) Feedback

This presentation defines what is "helpful" feedback, applying the reflective feedback conversations model (Cantillon & Sergeant, 2006). It provides examples of unhelpful as well as helpful feedback. Author: Karen Spear Ellinwood, PhD, JD, EdS, Director, Faculty Instructional Development, Residents as Educators Program; Assistant Professor, Department of Obstetrics and Gynecology, University of Arizona College of Medicine.

SOAP Notes for Narrative Feedback

This presentation outlines a method to preserve your recollection of student performance so you can include specific, observable behaviors in your student assessment. SOAP notes in this context refer to Specific Observations for Assessment of Performance. Author: Karen Spear Ellinwood, PhD, JD, EdS, Director, Faculty Instructional Development, Residents as Educators Program; Assistant Professor, Department of Obstetrics and Gynecology, University of Arizona College of Medicine.
Cognitive Error

A graphic guide for clinical educators to encourage medical students to engage in reflective thinking, especially with respect to possible cognitive error, before, during and after patient encounters.

Encourage Cognitive Error

A graphic guide for clinical educators to encourage medical students to engage in reflective thinking, especially with respect to possible cognitive error, before, during and after patient encounters.
Assessment & Feedback

⇒ Assessment of Medical Students in Clinical Years with tips for a Reflective Approach to Teaching
⇒ BDA Approach and Tips for Giving Constructive Feedback in Clinical Settings
⇒ Feedback Essentials

Case Presentation Skills

⇒ Guide to Case Presentation in the Emergency Department (adapted from Davenport*)

Cognitive Error & Reflection

⇒ An Overview of Cognitive Error Types
⇒ Fostering Post-case Reflections: Striving for Self-assessment of Clinical Reasoning

Frameworks for Clinical Teaching

⇒ About BDA & RIME Frameworks
⇒ BDA Approach and Tips for Giving Constructive Feedback in Clinical Settings
⇒ Educational Strategies for Clinical Settings
⇒ RIME (Reporter-Interpreter-Manager-Educator) Framework
⇒ Microskills Guide (Issue 2014)

Inquiry-based Strategies

⇒ Guide for formulating Effective Questions for teaching
⇒ Inquiry-based Teaching Strategies
⇒ Questions as Inquiry Learning Strategies
⇒ Reinforcing Systematic Approach to Clinical Reasoning (Inquiry Strategies)
⇒ Socratic Questions

Technology for Clinical Practice

⇒ Speech to Text Software (Microsoft, Free with PCs)
Video Presentations
[Available online; login w/UA NetID]

⇒ Teaching in RHPP & CUP, Carol Galper, EdD

⇒ ASTEC Research on medical student engagement in simulations [Joe Livingston, MD, MPH, MS, Lisa Grisham, MS, NNP & Hannes Prescher, BA]

⇒ Lessons Learned from Studies on Feedback, Kathy Hiller, MD, & Heather Reed, MD

⇒ Constructive Feedback Strategies, Karen Spear Ellinwood, PhD, JD, EdS, & T. Gail Pritchard, PhD

⇒ Constructive Narrative Feedback (Paul St. John, PhD, and Sean Elliott, MD)

⇒ Evidence-based Decision Making, Sam Keim, MD

⇒ Educational Strategies, Gail Pritchard, PhD, & Lu Martinez, PhD

⇒ Bedside Teaching, Paul Gordon, MD, & Tejal Parikh, MD

⇒ Medical Humanities, Ron Grant, MD, Ellen Melamed, MA, Patricia Lebohnson, MD

⇒ Inquiry Teaching - Formulating Effective Questions, Richard Amini, MD, and Karen Spear Ellinwood, PhD, JD, EdS
Video Presentations

[Available online; login w/UA NetID]

⇒ iPads in Medicine, Mike Griffith, MS, & Kevin Moynahan, MD

⇒ Formative Assessment, Susan Ellis, MA, EdS, & Kristi J.H. Grall MD MHPE FACEP

⇒ Bedside Teaching, Amy Waer, MD, & Julia Jernberg, MD (27 MAR 2013)

⇒ Effective Preceptorship, Paul Gordon, MD, & Tejal Parikh, MD (22 APR 2013)

⇒ Teaching Scholars Presentations 2013

⇒ Teaching Scholars Presentations 2015

⇒ Cultural Perspectives on Clinical Practice

⇒ Creating, Delivering and Evaluating Constructive Feedback, Gail Koshland, PhD

⇒ External modules on Feedback by the Health System of Virginia
TEACHING IN CLINICAL SETTINGS

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