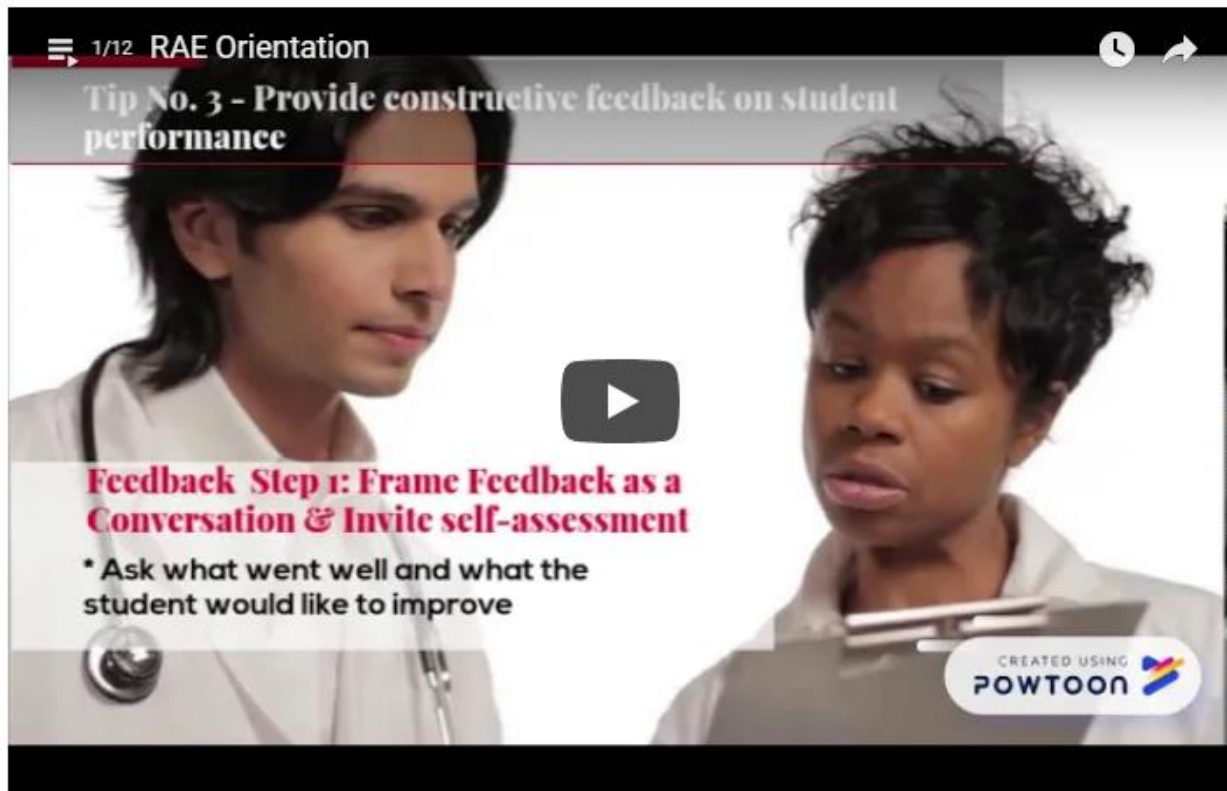


Residents as Educators Class



Contacts

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PlayPosit Info

Total # Videos: 11 **Total Length:** 33 minutes

Author: Karen Spear Ellinwood, PhD, Director, Faculty Instructional Development

Note: Each video has a few review questions to help you recall key points and concepts.

JOIN CLASS

1. Create a FREE student account with PlayPosit, using your department or UA email.
2. Click the [PlayPosit Enrollment link](#) above to start the "class".
3. After completing your first video, you will be taken to your PlayPosit dashboard with a list of the videos remaining in the RAE Course.

Additional Course Information

- **Deadlines:** We ask that you complete this online course before you begin teaching medical students, when feasible, or within the first few months of your intern year or other date established by the residency program director or coordinator.
- **Scope:** This online course offers guidance for teaching in clinical settings.
- **Grades:** Formative assessments are designed to offer you feedback and help you recall key points and concepts to assist in teaching. Your scores will not affect your status in your residency program.
- **Accreditation:** We are using PlayPosit logins to document participation for accreditation purposes.

Residents as Educators Class

1. [RAE Orientation](#)

This video provides 3 tips for teaching and feedback in clinical settings.

2. [RAE - What's a Good Teacher?](#)

What's good teaching? What does it mean to be a good teacher? 256 incoming interns and fellows over three years told us that personal qualities are the most important attributes of good teachers, such as patience, being approachable and humility. Good teaching requires knowledge, skill and experience as well as good communication skills. This short video summarizes the study and

3. [BDA for Clinical Teaching](#)

This 3-minute video offers tips for teaching medical students in clinical settings applying a reflective teaching practice approach, the BDA model, developed at the UA College of Medicine-Tucson.

4. [The RIME Framework for Teaching](#)

This video series provides an overview of Pangaro's (1999) RIME model, historically used for assessing medical residents and students. This video offers ideas for using RIME to inform clinical teaching.

5. [Active Learning](#)

This video series provides an overview of adult and active learning theories as it applies to teaching in clinical settings.

6. [Active Learning Strategies](#)

This video describes specific active learning strategies that may be used in clinical and non-clinical settings.

7. [Inquiry Teaching](#)

This video series addresses the concept of "pimping" in medical education and provides an overview of the importance of inquiry-based teaching along with tips for using inquiry effectively in teaching medical students in clinical settings.

8. [Feedback FAQs](#)

This video addresses frequently asked questions (FAQs) about giving constructive feedback, and draws from the reflective feedback conversation model (Cantillon & Sargeant 2008)

9. [Tips for Feedback Challenges](#)

Based upon the principles in the "reflective conversation feedback model" (Cantillon & Sargeant, 2008) this video offers tips for providing constructive feedback in clinical settings.

10. [Student Assessment in Clerkship](#)

This RAE Video addresses the basics of student assessment in clerkship. It focuses on medical student assessment in clerkship at the College of Medicine-Tucson.

11. [Working with LEP Patients](#)

Provides an overview of issues related to patient safety and communication with patients with limited English proficiency (LEP) and the importance of using a certified interpreter to communicate with patients in their home language.