

Department of Psychiatry Resident Education Track (RET)

I. **Goals.**

- A. To create a culture of education scholarship for residents.
- B. To provide an educational scholarship experience for potential academic clinical educators.
- C. To increase awareness of educational scholarship and skills for residents, in general.

II. **Why do it?**

- A. Residents are inspired by teaching and learning.
- B. Residents want to be better teachers, regardless of whether or not they will become academicians.
- C. Residents see educational scholarship as a developmental step.
- D. Education is as important as clinical work and research.
- E. Solidify Department's reputation for education nationally.
- F. Scholarship in education will enhance other learning experiences.

III. **Cautions and suggestions for proceeding.**

- A. Avoid Residents feeling excluded...have some aspects for all and ability to select.
- B. Care is needed in subtracting experiences in place at the rotations and sites.
- C. Avoid competition with other residency and fellowship programs.
- D. Promote, if possible, resident collaboration and group experiences.

IV. **Steps taken to date.**

- A. Three meetings with interested residents.
- B. Input 2-3X from Residents' Meeting.
- C. Meeting with visitor Dr. Arlinghaus regarding the Baylor track.
- D. Schedule for Training Education Committee.
- E. Meeting with visitor Dr. Borus, visiting consultant from Harvard University.

V. **Residents want...**

- A. Teaching opportunity: Doctoring 1-3 (School of Medicine longitudinal small groups), other.
- B. Project.
- C. Mentor-based supervision: apprenticeship model to see "daily life of a teacher."
- D. Time to evaluate teaching.

VIII. **Logistics.**

- A. ½ day per week outside rotation; perhaps some within rotation "added"; elective time.
- B. Some events for "core" residents and others open to all residents.
- C. One event/month works: half idea-based and open to all, and half skill-development-based (and socialization) open to "core."
- D. Put the track "in" and "outside" of the established curriculum.
- E. Provide food if at all possible.
- F. Two-year commitment.

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Outline: Components of the Track

Key Features	
I.	<p>Lunch lectures.</p> <p>A. Goal: share education topic.</p> <p>B. Open to all residents, including those from Fam & Comm Med, Int Med and Pediatrics.</p> <p>C. Time: 4X/year, 1 hour/session.</p> <p>D. Focus: idea development, generate interest and learn.</p> <p>E. Hosted by faculty and/or residents in track.</p>
II.	<p>Workshop dinner events.</p> <p>A. Goal: skill development.</p> <p>B. Only core residents.</p> <p>C. 4X/year, 1.5-2 hours/session</p> <p>D. Focus: interactive workshop style.</p> <p>E. Dinner hosted by core faculty; guest faculty attend.</p>
III.	<p>Teaching experience and/or apprenticeship.</p> <p>A. Goal: gain skills with supervision.</p> <p>B. Approximately 3 core residents/year.</p> <p>C. Weekly or QOwk, ½ day.</p> <p>D. Focus: teaching skills with supervision (Doctoring 1-4) or teaching and administration (e.g., apprenticeship with clinical educator).</p> <p>E. Pairing 1 on 1.</p>
IV.	<p>Site-based didactics. PGY-1 PSM, PGY-2 County, and PGY-3 Outpatient</p> <p>A. Develop knowledge and skills within team and with supervision during clinical care.</p> <p>B. All residents; mainly core residents will do.</p> <p>C. Clinical time + specialized 1-2 hours/week (e.g., teaching by faculty, journal club or other).</p> <p>D. Focus: develop sense of scholarship.</p> <p>E. Team-based and faculty with all residents at site. Example R1 on PSM, journal club, etc.</p>
V.	<p>Teaching/education in regular curriculum.</p> <p>A. Goal: gain experience in formal teaching.</p> <p>B. By core residents only with faculty.</p> <p>C. Current time: 4 hours in R2 currently by Cox. Expand by 6 hrs into R1 or R3 years and have core residents co-teach.</p> <p>D. Focus: learn how to plan and execute teaching.</p> <p>E. 1 on 1 with faculty.</p>
VI.	<p>Elective time for scholarship.</p> <p>A. Goal: develop idea, skill or project.</p> <p>B. Proposal to the Training and Education Committee.</p> <p>C. Time as available, usually in R4 year.</p> <p>D. Focus: in-depth development of an idea.</p> <p>E. Pairing 1 on 1.</p>
VII.	<p>Feedback and evaluation.</p> <p>A. Goal: self-reflection and improvement.</p> <p>B. By core residents.</p> <p>C. Time: build into each component I-VI.</p> <p>D. Focus: learn to self-evaluate, evaluate others and provide feedback, as applicable.</p> <p>E. Pairing as applicable.</p>
VIII.	<p>Scholarship: presentation at national meeting and subsequent report at home of meeting highlights.</p> <p>A. Goal: networking and importing information to home</p> <p>B. By core residents who are in year 2 of 2 and who have shown commitment to program, with preference to R3s and R4s.</p> <p>C. Meeting: AAP, other.</p> <p>D. Number: 2/year.</p> <p>E. Selection: core faculty recommend to Training and Education Committee for final decision.</p>

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Snapshot of Education for R1s- 4s

(Note: activities for all residents unless specified for RET 'core'/track residents)

Year	Key Features
I.	Lunch discussions (when on psychiatry +/- others)...4X/year, 1 hour/session Site-based didactics on Psychosomatic Medicine Didactic: 4 hrs on how to teach/learn in regular seminar...core residents help teach
II.	Lunch discussions...4X/year, 1 hour/session Workshop dinner events...4X/year, 1.5-2 hours/session—RET core only Protected time...1/2 day/wk*, in County—RET core only Site-based didactics in County Didactic: 4 hrs on how to teach/learn in regular seminar ...core residents help teach
III.	Lunch discussions...4X/year, 1 hour/session Workshop dinner events...4X/year, 1.5-2 hours/session—core only Protected time...2-4 hr/wk*, in Outpatient...project with teaching faculty Site-based didactics in Outpatient, if possible Didactic: 4 hrs on how to teach/learn in regular seminar ...core residents help teach
IV.	Lunch discussions...4X/year, 1 hour/session Workshop dinner events...4X/year, 1.5-2 hours/session—core only Elective time for scholarship/project—core only Didactic: 4 hrs on how to teach/learn in regular seminar ...core residents help teach

Department of Psychiatry Track for Residents Interested in Education Summary of Potential 4-Year Educational Experience (Formal Entrance in Year 2 or 3)

YEAR 1

Orientation Presenters and Topics—Residents

Top 10 Teaching Tips and How to Give Feedback to Students

Curriculum Presenters and Topics—Dr. Servis

Psychiatry Clerkship and Adult Learning Theory

Clinical Teaching

Feedback and Evaluation

Dual Relationships and Student Mistreatment

Optional: attend RET luncheons

YEAR 2

Regular Curriculum Presenters and Topics—Dr. Hilty

Giving Feedback to MS

How to Use PowerPoint for Presentations

Teaching and Learning Styles

Teaching Medical Colleagues

RET Resident Curriculum—Dr. Hilty

Dinner Workshops Presenters and Topics—TBA

Small Group Teaching

How to Link Patient Care and Teaching with Scholarship (i.e., writing and such)

Residents Select a Topic

Lunch Seminars—Dr. Hilty (Departments of Psychiatry, Family Medicine, Pediatrics and Internal Medicine)

How to Improve Bedside Teaching of Students

How to evaluate students and give feedback

Residents Select a Topic

Consider attending the Association for Academic Psychiatry (AAP) Annual Meeting and/or Teaching Doctoring 2 (longitudinal, small group, problem-based learning)

YEAR 3

Regular Curriculum Presenters and Topics—Dr. Hilty

How to Prepare a Good CV

How to Present at an Academic or Other Meeting

Teaching and Learning Styles II

Work and Life Balance Related to Education

RET Resident Curriculum—Dr. Hilty

Dinner Workshops Presenters and Topics—Dr. Hilty

Evaluation I: Overview

Evaluation II: Project Design

Lecture Preparation

Lunch Seminars—Dr. Hilty (Departments of Psychiatry, Family Medicine, Pediatrics and Internal Medicine)

Giving Mini-Lectures

Interactive Teaching with Small Groups

Residents Select a Topic

Consider attending the AAP Annual Meeting and/or Teaching Doctoring 3 or 4 or Psych 403 (psychopathology)

YEAR 4

Regular Curriculum Presenters and Topics—Dr. Hilty

How to Prepare a Good Grand Rounds Presentation

Lifelong Learning Strategies

Use of Technology for Education I

Use of Technology for Education II

RET Resident Curriculum and Teaching—Dr. Hilty

Dinner Workshops Presenters and Topics—Dr. Hilty

Evaluation III: Principles of Measuring Outcomes

Teaching Perspectives Revisited

Residents Select a Topic

Lunch Seminars—Dr. Hilty (Departments of Psychiatry, Family Medicine, Pediatrics and Internal Medicine)

Residents Select a Topic

Residents Select a Topic

Residents Select a Topic

Consider attending the AAP Annual Meeting, Teaching Doctoring 3 or 4 and/or Psych 403 and/or Attending the SOM Teaching Scholars Series or a Research Design & Methodology Course