

MODULE TITLE:	SCHOLAR & TEACHER	01-Jan-2009
DEVELOPED BY:	Wendy Crebbin	
Module Rationale and Objectives	<p>Surgeons engage in a lifelong commitment to reflective learning both through their own learning and by passing on their scholarly knowledge to others. As scholars, they need to recognise the need for continual learning and model this for others. As teachers, they should recognise the importance of facilitating education of their students, patients, colleagues, other health professionals, and the community. This module draws Trainees' attention to the skills needed for successful on-the-job clinical teaching – the core of a surgeon's professional development.</p> <p>At graduation the trainee will be able to:</p> <ul style="list-style-type: none"> ▪ assume responsibility for their own ongoing learning ▪ critically evaluate medical information and its sources, and apply appropriately to practice decisions ▪ facilitate the learning of patients, families, trainees, other health professionals, and the community ▪ contribute to the development, dissemination, application, and translation of new medical knowledge and practices 	
Suggested Reading	<p>There are no prescribed texts: trainees will be expected to keep abreast with current literature. Suggested reading:</p> <p>Australian Council for Safety and Quality in Health Care, 2005, 'Continuing Learning', National Patient Safety Education Framework, pp. 160-175: refer to requirements for Level 3 www.safetyandquality.org/framework0705.pdf</p> <p>Anderson, W. Cordner C. and Breen, K. 'Strengthening Australia's framework for research oversight', March 2006, <i>Medical Journal of Australia</i>, v 184 no. 6, pp.261-263: www.mja.com.au/public/issues/184_06_200306/and10129_fm.html</p> <p>'Teaching on the Run Tips', 2004, <i>Medical Journal of Australia</i> (MJA): www.mja.com.au/Topics/Education.html This link provides access to a series of at least 12 articles exploring basic educational principles applied in the clinical setting for all phases of learning and teaching with students, junior doctors and specialty trainees.</p> <p>Schwenk, T.L. 'Clinical Teaching', 1987, Centre for Research on Learning and Teaching, University of Michigan, Available online: www.crlt.umich.edu/crlttext/occ1text.html This document is a research paper which describes the key features of the teaching-learning process and explores the specific application of these factors to a common format of medical teaching: bedside teaching.</p> <p>'Disseminating and applying best evidence' from: www.mja.com.au/public/issues/mar16/phillip/phillip.html</p> <p>World Health Organization (WHO), May 2006, 'Research for Health: A Position Paper on WHO's Role and Responsibilities in Health Resources, pp.1-28: www.who.int/rpc/meetings/position_paper.pdf</p>	
Learning Opportunities and Methods	<ul style="list-style-type: none"> ▪ Online ▪ Literature review 	
How this unit will be assessed	<ul style="list-style-type: none"> ▪ Half yearly Supervisor's reports ▪ Examination ▪ Research 	

MODULE OBJECTIVES	
<p>Assume responsibility for personal ongoing learning</p>	<p>Access and interpret relevant evidence:</p> <ul style="list-style-type: none"> ▪ research information using surgery journals, reference books and databases ▪ use the internet for research purposes and conduct advanced online searches ▪ analyse information and reflect on the implications of new information ▪ recognise when not to use unrelated and relatively useless facts ▪ ask appropriate questions ▪ draw own conclusions <p>Integrate new learning into practice:</p> <ul style="list-style-type: none"> ▪ apply new scholarly knowledge ▪ share relevant knowledge with patients ▪ use non-traditional learning aides with trainees and patients, including online, simulated patients, videos, computers and virtual technology ▪ demonstrate problem-solving and clinical reasoning skills <p>Document and evaluate any changes in own practice and/or approach to patients</p> <ul style="list-style-type: none"> ▪ reflect on own learning ▪ conduct a personal practice audit
<p>Critically evaluate medical information and its sources, and apply appropriately to practice decisions</p>	<p>Draw on different kinds of knowledge in order to weigh up patients' problems in terms of context, issues, needs and consequences:</p> <ul style="list-style-type: none"> ▪ focus on the patient versus the condition ▪ demonstrate an understanding of the impact of socio-economic circumstances ▪ establish patients' medical and personal needs ▪ provide solutions to patients' concerns <p>Describe the principles of critical appraisal:</p> <ul style="list-style-type: none"> ▪ distinguish between sources of information ▪ develop and practise critical judgement ▪ compare information and sources <p>Critically appraise new trends in surgery:</p> <ul style="list-style-type: none"> ▪ use critical judgement ▪ keep up-to-date with medical news and developments ▪ subscribe to professional journals ▪ read newspapers ▪ join professional associations ▪ attend conferences ▪ visit and navigate through reputable medical websites, such as the Royal Australasian College of Surgeons (RACS) and international colleges worldwide ▪ join reputable online medical and health-related discussion groups ▪ critique sources

MODULE OBJECTIVES

Collaboratively identify the learning needs and desired learning outcomes of others:

- demonstrate an ability to negotiate with trainees regarding appropriate educational objectives and goals
- distinguish between what students want to learn and what you want to teach
- negotiate appropriate educational objectives and goals with trainees

Describe principles of learning relevant to medical education:

- identify teaching needs in a clinical situation
- provide regular feedback
- set specific, achievable and measurable expectations
- encourage reflection

Develop teaching skills and facilitate medical student learning:

- plan learning activities in the clinical setting
- motivate trainees
- use relevant topics
- provide experience-centred focused learning
- recognise the 'teaching moment' in a clinical situation
- apply appropriate level of knowledge
- set clear learning goals and outcomes
- provide the opportunity for students to be actively involved
- pose relevant clinical questions
- probe trainee's depth of knowledge through deep rather than superficial questions
- develop an atmosphere of sufficient trust ensuring students are comfortable sharing ideas, and thoughts
- recognise the educational environment
- support/encourage a positive learning atmosphere
- stimulate and engage trainees
- be approachable to discuss problems

Provide effective feedback through both individual and group discussion:

- observe and assess students' performance
- focus on positive critique
- provide feedback at appropriate times
- give specific feedback
- handle any errors made with a no-blame approach, explore all contributing factors and discuss how to prevent a similar problem next time
- help provide solutions for areas of weakness
- allow trainee to comment
- involve attentive listening
- answer questions and provide explanations
- encourage self-assessment

Facilitate the learning of patients, families, trainees, other health professionals, and the community

MODULE OBJECTIVES	
<p>Contribute to the development, dissemination, application, and translation of new medical knowledge and practices</p>	<p>Select and apply appropriate methods to address a research question:</p> <ul style="list-style-type: none"> ▪ undertake research ▪ record findings ▪ attribute sources ▪ produce answer to research questions ▪ publish results ▪ present results, for example, at a conference <p>Describe the principles of research ethics:</p> <ul style="list-style-type: none"> ▪ ensure that all relevant ethical approvals are obtained prior to conducting research ▪ achieve and maintain the highest standards of intellectual honesty in the conduct of research ▪ obtain information through honest means ▪ show respect for people and their privacy and avoidance of harm to them, as well as respect for non-human subjects of research ▪ promote the highest standard of research at all times ▪ avoid conflict of interest ▪ comply with relevant state and federal laws and codes of conduct relating to matters such as privacy, confidentiality, consent, bio-safety, professional standards and radiation <p>Conduct a systematic search for evidence:</p> <ul style="list-style-type: none"> ▪ identify sources ▪ gather information ▪ evaluate information ▪ use different research methods to triangulate findings ▪ ensure information is accurate and reliable ▪ compare and contrast research findings

SELF ASSESSMENT

Personal learning:

- List the eight different ways in which you have taken responsibility for your own learning in the last week
- Identify instances when you could have been more pro-active in your learning

Evaluation of sources:

- Classify the sources of information which you draw upon most frequently and identify the criteria that you use to evaluate the efficacy of that information
- Pinpoint any instances when your decisions may have been more effective if you had drawn on different information and/or had judged the information differently

Facilitate learning:

Consider the following case study:

You have just completed your rounds and you have an appointment with the resident who has been on your service to go over his end-of-rotation evaluation. You have discussed the resident's performance with the other preceptors and you have all concluded that the resident's performance is unsatisfactory. The resident enters your office and instead of telling him the truth you tell him that although his performance is below average you still grade it satisfactory overall. You are concerned that if you submit an evaluation that is unsatisfactory you may be exposing yourself to an appeal which will be time-consuming and likely confrontational.

- What professional issues have been raised in this scenario?
- What are your initial thoughts or reactions to the situation being described? How would you describe the attitude of the teacher?
- What options could you pursue in reacting to a situation like this?
- What do you think you would do if you were involved in such a situation?
- What might the personal consequences of such an action be for you?
- Have you ever encountered a situation like this and if so what did you do?
- Why did you do what you did? How did you feel about what you did afterward?

Source: CanMEDS Teaching the Professional Role. Available online via: http://rcpsc.medical.org/publications/roles_e.html#casestudy

Research:

What are the issues in the following scenario and what are the most appropriate ways to address those issues?

Under appropriate research guidelines a colleague of yours has developed a surgical technique which has a very specific range of applications. He has used the technique successfully and has demonstrated it to other surgeons who have been very interested. Another surgeon has learned the technique and is now applying it in his own practice, expanding the use of the technique beyond the range of applications where it has been accredited as being effective and safe.

- Identify the issues in this scenario that are problematic
- List the necessary steps that a surgeon must follow in developing a new surgical technique and/or expanding the use of a procedure beyond that which it is approved for
- List the appropriate steps that must be followed by a surgeon who has knowledge of a colleague who is using a surgical procedure beyond that which it is approved for