

Bringing Education & Service Together (BEST) Faculty Guide - Session 5 - Work Rounds/Group Teaching

Learning Objectives

By the end of this session, residents will be able to:

1. Define the elements of the “LMNOPQRST” approach to small-group teaching.
2. Practice work rounds and personalize the “LMNOPQRST” approach by participating in a simulation exercise.
3. Employ effective small-group teaching techniques.

Faculty Guide (60 minutes total for session):

Introduction and slide presentation (10 minutes total)

- Introduction to the session on work rounds/small-group teaching (3 minutes)
- Work rounds/small-group teaching: slide presentation (5 minutes)

Note: Within the PowerPoint file, please select “view” and then “notes page” in order to see the talking points recommended for each slide.

- Explanation of the exercise (2 minutes):
 - Simulated work rounds is a “tag team” exercise in which the teacher role rotates every five minutes, allowing every participant in the entire workshop to have a chance to practice teaching a team of standardized learners.
 - If participants play their learner roles as described on the instructions they will receive, the simulation will be more realistic and useful.
 - If medical students are participating in the exercise, they can participate just as the residents do and take a turn as the resident teacher.
 - When it is time for the small groups to present patients during the work rounds simulation, we recommend encouraging them to keep the clinical issues as simple as possible so that participating resident (and medical student) teachers from any department can focus on teaching skills rather than on clinical skills.
- Practice leading work rounds (approximately 35 minutes total, depending on the number of participants per small group).

- Residents divide into small groups of 4-6 participants and faculty small group leader assigns roles and clarified how the exercise works (5 minutes).
 - We recommend one faculty leader per team of 4-6 residents.
 - It's better to have a larger work rounds team of up to six residents with a faculty leader than a smaller team with no faculty leader.
 - Depending upon the composition of the group, we recommend mixing up the teams to encourage collaboration across training levels and departments.

- Resident teacher #1 (approximately 8 minutes total):
 - Work rounds exercise (5 minutes):
 - The resident who volunteers to be the teacher first orients the team of standardized learners to the rotation, according to the "Learners (L)" section of "LMNOPQRST" mnemonic.
 - The team's service is that of the home department of resident #1, i.e., if resident #1 is a surgical resident, it is work rounds for the surgery inpatient team; if s/he is an emergency resident, it is work rounds for the learner working in the emergency room, etc.
 - The other participants play their assigned roles as junior residents and medical students.

 - Feedback to resident teacher #1 (3 minutes):
 - The faculty leader calls "time out" after the team orientation, then the participants complete section "L" of the feedback checklist.
 - We then suggest asking resident teacher #1 for self-feedback, then have the group give their feedback before the faculty leader adds his or her own feedback.
 - If the group has not already done so, the faculty leader may wish to highlight "teachable moments": What did the teacher find out about the team? Did s/he take a moment to set out expectations for how the team is to present their patients? How about goals and expectations for the rotation as a whole?

- Resident teacher #2 (approximately 8 minutes total):
 - Work rounds exercise (5 minutes):
 - A second resident volunteers to be the teacher. (S/he then suspends the previous role as a standardized learner and becomes the teacher for five minutes.)

- The “service” automatically switches to that of resident #2. (For instance, if resident #1 was an emergency medicine resident and resident #2 is a pediatrics resident, it is now pediatrics team inpatient work rounds.)
 - In “tag team” tradition, once the faculty leader calls “time in”, the action starts where it left off again, i.e., the team has now been oriented and it is time for the team to start presenting their patients.
 - Resident teacher #2 leads work rounds following the “Microskills (M)” section of the mnemonic.
 - The “post-call intern” will volunteer to present his or her patient first, interrupted by calls, texts or pages until resident teacher #2 addresses the interruptions and sets expectations for how team members are to deal with calls during work rounds.
 - The other participants continue to play their assigned roles, including resident #1 who is now portraying either a junior resident or a medical student.
- Feedback to resident teacher #2 (3 minutes): Use the “M” item on the feedback checklist.
- Resident teacher #3 (approximately 8 minutes total):
 - Work rounds exercise (5 minutes):
 - For resident teacher #3, the tag team exercise continues as described above.
 - Another “student” or “resident” in the group can now be asked to present a second (straightforward) patient.
 - This section of the exercise is a good point to use “Needs (N)” and “Organization (O)” to illustrate how the resident teacher can redirect work rounds as he or she goes along.
 - For instance, resident teacher #3 has the opportunity to address the learning needs of the medical students on the team by making sure they get a chance to help present the patient, or else to answer questions in a group discussion of learning points.
 - The teacher can also make it a point to call attention to time and address how the rest of the work rounds session will need to be organized in order for all team members to get to morning clinic, go home on time post-call or meet other obligations.
 - Feedback to resident teacher #3 (3 minutes): Use the “N” and “O” items.
- Resident teacher #4 (approximately 8 minutes total):

- Work rounds exercise (5 minutes):
 - Resident teacher #4 can be asked to focus on “Presentations (P)”, which works especially well if one of the medical students helped to present the last case.
 - If there are only four learners in the small group, resident teacher #4 can also address “Questions (Q)”, “Recall (R)” and “Synthesis (S)”. These items give participating resident teachers an opportunity to practice making the most of “teachable moments” by teaching through questioning.
- Feedback to resident teacher #4 (3 minutes): Use the next feedback checklist item(s) as appropriate.
- Remainder of mnemonic and checklist items for each remaining small group participant:
 - Depending upon whether the small group includes four, five or six participants, the faculty leader can divide up the remainder of the items so that every participant gets a chance to teach and receive feedback.
 - Whoever plays the last resident teacher ends with “Teaching (T)”, wrapping up work rounds by discussing teaching and learning resources available to team members.

Large-group summary of what was learned (5 minutes)

