

# O'CONNOR STANFORD

LEADERS IN EDUCATION  RESIDENCY PATHWAY



## An innovative program training future leaders in medical education

### Pathway Overview

The O'Connor-Stanford "Leaders in Education" Residency (OSLER) Pathway is a unique opportunity for family medicine residents at O'Connor Hospital to develop the many skills necessary to become leaders in medical education. By teaching alongside master clinician educators at Stanford School of Medicine, OSLER residents complete the basic elements of a full faculty development fellowship by the end of 3 years in residency. Graduates are poised to excel as academic clinician educators, efficient administrators, effective leaders, and successful change agents.

### More Than The Ability to Teach Effectively

While residency offers an opportunity to learn many of the basics of effective teaching, additional training is needed to fully develop the skills required to thrive as a master clinician educator. The purpose of the OSLER Pathway is to create innovators, scholars, and leaders in medical education. In addition to promoting excellence in teaching, OSLER aims to develop residents who are able to:

- Possess the knowledge and skills needed to evaluate learners and programs and effectively design new curricular offerings.
- Translate educational theory and strategies to the health professions learning environment and add to the current body of knowledge.
- Master the skills required to investigate and disseminate major educational developments.

### Curriculum and Timeline

Family medicine residents at O'Connor Hospital who wish to participate in the OSLER Pathway will apply for a position during their intern year. If accepted into the track, they will participate in a comprehensive longitudinal curriculum that will extend through the last 2 years of their residency.

### Track Features

#### Dual Mentorship

Residents will be paired with two master clinician educators, one from O'Connor and another from Stanford's Educators-4-CARE Program (<http://med.stanford.edu/e4c>), who will provide nurturing longitudinal guidance and support. Residents will teach Stanford medical students and also fellow residents alongside master educators, while cultivating and fostering the clinical and professional skills that promote respectful, compassionate, and empathetic patient care of the highest quality.

### Small Group Sessions

During highly-interactive small group sessions, residents will explore and apply the key principles of medical education and practice teaching skills.

### Observation and Videotaping of Teaching Sessions

To optimize teaching skills and also to facilitate self-reflection and peer and faculty feedback, residents will be directly observed and many of their teaching sessions will be videotaped.

### Educational Scholarly Project

To enhance skills as an educational researcher, residents will have the opportunity to work with mentors to create and implement an educational scholarly project.



Stanford's E4C Faculty (top) and O'Connor's Faculty (bottom)

Curriculum	1st Year	2nd Year	3rd Year
Longitudinal mentorship	Identify mentors	Regular meetings	Ongoing feedback
<i>Principles of Medical Education</i> course	X		
Participate in longitudinal educational curriculum	X	X	X
Observation of master teachers	X	X	X
Precept medical students in the <i>Practice of Medicine</i> course and <i>Doctoring with CARE</i> small group sessions		X	X
Design new curricular offerings and give lectures to students in the Family Medicine Core Clerkship		X	X
Teach students and sub-interns rotating at O'Connor		X	X
Use cutting-edge simulation technology at the LKSC		X	X
Present at Family Medicine Grand Rounds		X	X
Lead attending rounds on O'Connor's Medicine team			X
Attend national meeting (e.g. STFM, AAFP)			X
Educational scholarly project	Plan project	Do project	Complete it
Develop and maintain educational portfolio	X	X	X

## Longitudinal Educational Curriculum

Highly-interactive small group sessions will focus on advanced educational and leadership topics and emphasize application of core principles of medical education. Some of these topics include:



- Educational contracts
- Adult learning
- Best clinical teaching practices
- Writing evaluations and letters of reference
- Curricular development
- Feedback
- Lecturing
- Precepting
- Ambulatory teaching
- Small group discussions
- Bedside teaching
- Teaching procedure skills
- Self-reflection
- Negotiation skills
- Peer observation
- Using literature and humanities in teaching
- Advanced feedback - the "problematic learner"
- Financing in medical education
- Time management
- "Stanford 25" - fundamental physical exam skills

## Summary

The O'Connor-Stanford "Leaders in Education" Residency (OSLER) Pathway is a unique opportunity for family medicine residents at O'Connor Hospital to develop the many skills necessary to become master clinician educators, efficient administrators, effective leaders, and optimal change agents. In addition to developing a new generation of leaders in medical education, a major goal of OSLER is to immediately enhance the teaching of Stanford medical students through greater participation of O'Connor residents and faculty. Furthermore, the OSLER Pathway signals a major collaboration between the faculties at O'Connor and Stanford - a bold step forward that hopes to strengthen our bonds and ignite future partnerships in innovative medical education.

## Certificate

Upon graduation from the Pathway, OSLER scholars will receive a formal certificate of completion.

## Funding

By tapping into existing opportunities at Stanford, the OSLER Pathway was designed to be virtually cost-neutral. Required funding will be obtained via federal Medical Education and Training grants.

## Future Directions

Elements of the OSLER Pathway may be integrated into any Stanford residency program that seeks to create a rigorous clinician educator track.

## Acknowledgments

The OSLER Pathway was modeled after the Internal Medicine Residency Clinician Educator Track at Beth Israel Deaconess Medical Center and many successful Faculty Development Fellowships.

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