The academic half-day redesigned:

Improving generalism, promoting CanMEDS and developing self-directed learners

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OVERVIEW

• Moving away from ‘old’ teaching curriculum
• Rationale for developing a ‘new’ curriculum
• Post-implementation Survey Results
BACKGROUND

• Royal College objectives in training revised in 2008
• Initiation of an “Academic Half-day” in 2008
• New opportunities: McGill Medical Simulation Centre
• Concerns from residents and Curriculum Committee
BACKGROUND

• Concerns expressed
  • Exclusive use of didactic lectures
  • Opportunistic topics based on “volunteer” instructors
  • Overemphasis on *Subspecialty* (versus *General Pediatrics*)
  • Repetitive lectures and topics within 3 year time period
  • “Passive” learning
  • Physical examination skills of residents inadequate
  • Need for longitudinal preparation for Royal College Exam
INTERVENTION

• New Curriculum Objectives:
  • Greater emphasis on active learning
  • Residents achieve competencies as General Pediatrician
  • Changes were made to encourage residents to self study
INTERVENTION

• Teaching curriculum revamped in July 2009

• Developing New Model of Teaching
  • Based on Adult Learning Principles
  • Brainstorming with Curriculum Committee
  • Frequent meetings with Residents
  • Based on 2008 Royal College Objectives in Pediatrics
  • Division Directors responsible for assigning teachers
NEW CURRICULUM DESCRIPTION

• Monthly systems-based schedule
• Each system repeated twice within a 3 year period
• No repetition of a specific topic
• Monthly simulation workshops
  • Focus on non-medical expert CanMEDS roles

Residents think the “hands on” teaching sessions at the McGill University Medical Simulation Centre are beneficial.
NEW CURRICULUM DESCRIPTION

• “Hands-on” physical examination sessions
• Formative MCQ sessions to consolidate learning
• Introduction of General Pediatrician as instructors
• “Residents as teachers” sessions with supervisors
OUTCOME – Evaluating the Impact of the Change

Post-implementation survey

• 8 questions (responses of 5 point Likert scale)
• 18 residents (all second and third year residents)
• Designed to evaluate impact of new curriculum
  • Retain information
  • Acquire competencies as a General Pediatrician
  • Assess effect on self directing learning
OUTCOME

Survey Results:

15/18 (83%) residents completed survey

- 100% preferred “systems-based” approach

- 79% agreed simulation sessions were effective - listed as (93%) in conference abstract

- 71% retained content better
OUTCOME

Survey Results:
- 64% voluntarily read more around topics
- 43% thought “Resident as Teacher” sessions were successful learning tool- listed as (86%)
CONCLUSION

• New curriculum
  • systems-based
  • interactive format
  • easy to implement
  • learner-centered educational experience
  • better self-directed learners
  • better learning outcomes
REFERENCE


IF ANY QUESTIONS...

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