The saints go marching in

Title: Inviting fellows to join the Band: Strategies for integrating fellows into Medical Student and Resident Education while helping them develop as educators

Presenters:
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Learning Objectives:
- Identify undergraduate medical education and graduate medical education teaching opportunities for fellows, describing how these differ from those of residents and faculty
- Formulate strategies for recruiting fellows to teaching and increasing their involvement in including bedside, operating suite, and classrooms
- Describe tools to teach fellows how to think and act as educators when leading rounds, supervising chief residents who are running a service, and troubleshooting weak learners

Background:
Fellows play an integral role in educating residents and medical students. Often, they have more time than faculty to spend with learners on the wards, in the operating room, and in clinic. They are often thrown into this role with little guidance or education. Additionally, all ACGME OB/Gyn subspecialty fellowships have milestones related to teaching junior learners.

Teaching as a fellow requires a different skill set than teaching as a resident. First, a fellow is often acting as an attending, thus must teach not just a medical student, but also the residents, from intern to chief. Fellows are also often operating with residents and thus required to not only teach but also give feedback on surgical skills. Finally, fellows must also teach residents how to lead and run a service. Teaching in these settings requires training and education above and beyond what is necessary (and taught in Resident-as-teacher programs) as a resident.

Additionally, fellows are often quite eager to become more involved in medical student and resident education, but are unsure who to reach out to or what opportunities even exist. As their interactions are mostly clinical, their knowledge of the institution-specific educational systems and intricacies is usually limited.

The goal of this session is to review approaches to support and integrate fellows into teaching roles in common clinical scenarios as well as various UME and GME events. We will also discuss some simple, yet effective, teaching strategies for helping educate fellows on how to teach.

Description of Session:
We will start off the session by creating a list of ways that audience members have integrated fellows into resident and medical student education. We will categorize these into clinical teaching vs. didactic teaching vs other. As a group, we will discuss benefits, pitfalls, and challenges of using fellows in these settings. Next, we will transition to discussing the ‘fellows-as-teacher’ series that we have developed, and how this addresses the common challenges / pitfalls from above. This will include discussion about: differences between a ‘resident-as-teachers’ program and ‘fellows-as-teacher’ program, avoiding fellows as “super chiefs”, incorporation of basic teaching strategies/professional development didactics into fellowship curricula, integration of fellows into teaching roles that do not detract from resident learning, and the implementation of a new ‘fellows-as-educators’ program. Finally, we will review effective methods for engaging fellows of all aspects in medical education.

Participants will be encouraged to share ideas, successes, and areas of concern from their own institutions. The purpose of this session is to facilitate an interactive discussion between participants on strategies to implement a successful ‘fellows-as-teachers’ program.

Key Words: Fellows, Fellows as teachers