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Background

- Medical education is an integral component of academic medicine.
- Many Infectious Diseases (ID) fellows express interest in contributing to the education of future learners, yet there is often little guidance on how to develop these skills during training.

Objectives

- Provide a dedicated forum for ID fellows to learn and practice teaching techniques.
- Design a curriculum of core teaching topics for medical students during their ID elective clinical rotation, in a separate environment from student grading.
- Provide substantive real-time feedback on fellows' teaching abilities from both faculty and students.
- Continuously evolve the teaching program based on fellows' needs and feedback.

Methods

- Fellows were recruited after their first year. Faculty provided initial guidance on teaching techniques and how to create a curriculum for medical students.
- Fellow-Designed Curriculum:
 - Weekly hour-long teaching sessions, all led by senior ID fellows
 - Teaching session goals: provide education on high-yield ID topics at an appropriate level for medical students
 - All sessions were formatted to each fellow's discretion, including formal lecture, PowerPoint, roundtable discussion, 'chalk talks,' case-based, and remote virtual conferences.
 - Faculty feedback: real-time direct observation of teaching sessions
 - Learner feedback: anonymous student survey at the end of the clinical rotation, including Likert scale and free-text questions
- An anonymous survey was administered annually to involved fellows to obtain participant feedback, including Likert scale and free-text questions. Outcomes of interest included an evaluation of baseline teaching skills, experience designing a curriculum, quality of student/faculty feedback, and confidence teaching over time.

Figure 1. Medical Student Feedback

- "Really enjoyed. I appreciate that they [the lectures] are freeform and tailored to what you are interested in and/or curious about."
- "All [lectures] were relevant and very helpful – covered an array of relevant bacterial, viral, and fungal infections."
- "These [lectures] were great, I just wish there were more of them."
- "I loved the case presentations and practical advice, such as what tests are helpful and unhelpful and why."
- "I was really happy with the topics discussed and teaching methodology."

Figure 2. Medical Student Survey Results

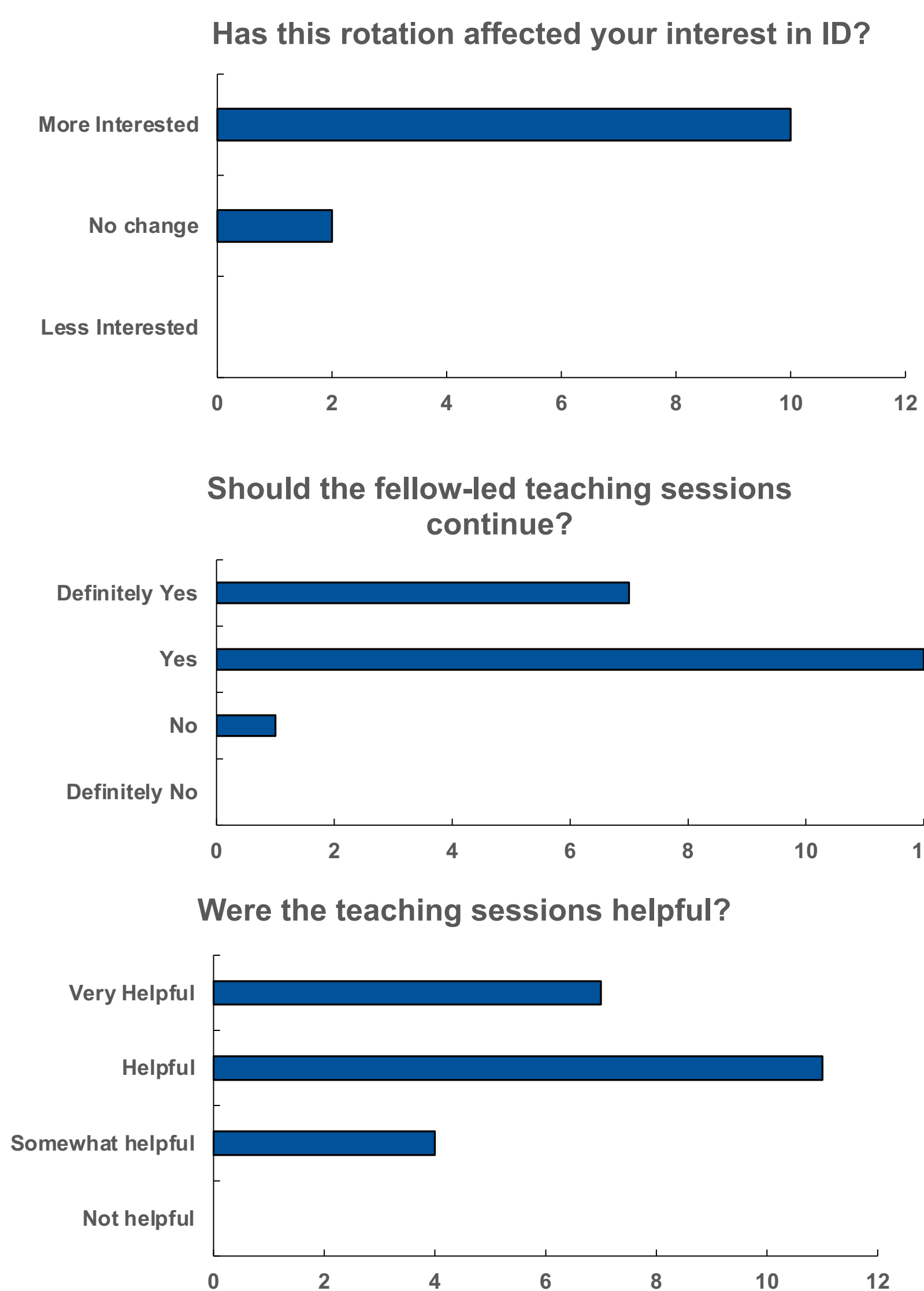
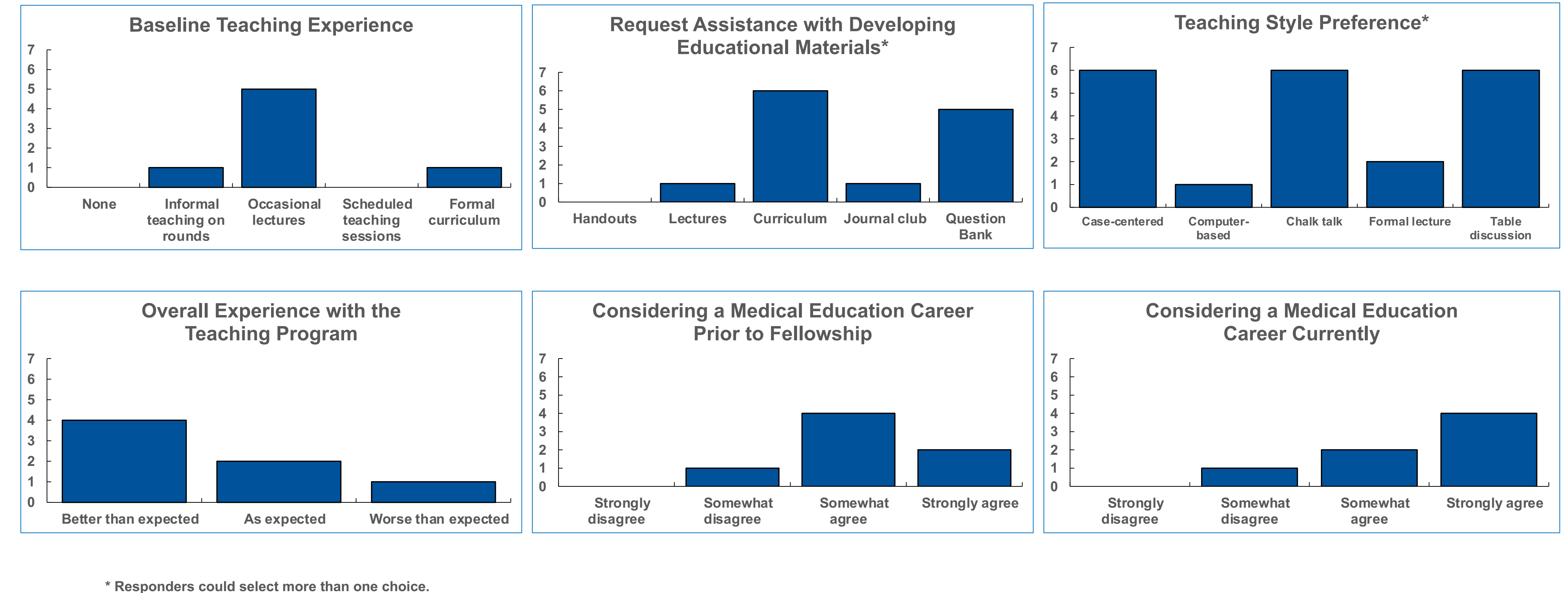


Figure 3. ID Fellow Survey Results



Results

- Since its inception in 2017, 7 fellows have participated in the program.
- Teaching sessions were well-received by students (Figures 1 & 2).
- 86% of enrollees reported only occasional lecturing experience prior to fellowship and requested additional training in design of an educational course (Figure 3).
- After participation in the program, 57% of fellows rated their experience as better than expected, and 57% also reported a strong interest in a career involving medical education. Multiple enrolled fellows have gone on to pursue additional training programs in medical education and requested additional teaching opportunities.
- 71% of fellows reported that the amount of faculty feedback was less than expected.
- 100% of fellows and 95% of medical students agreed that fellow-led sessions should remain part of the rotation.

Conclusions

- We developed a structured, longitudinal medical education program dedicated to improving fellows' skills as academic teaching physicians.
- It has been well received by ID fellows and students and has incited more career interest in medical education.
- The program is ongoing and continues to adapt to the fellows' and learners' needs as determined by routine quantitative and qualitative assessments. Future goals include increasing faculty feedback of teaching sessions.

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