



**Educating the Educator in Addiction Psychiatry:
An Innovative method to develop future clinician educators using a classic case conference
approach**

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BACKGROUND

Teaching and providing feedback are specialized skills that can be taught and developed¹

Current practices in residency and fellowship education devote little attention to develop teaching and feedback skills

This need is especially pertinent to those planning a career in Addiction Psychiatry as there is a great deal of misunderstanding and stigma about the cause treatment and prognosis of addictive disorders

A curriculum designed to train fellows on key principles of adult education was developed and implemented in 2012

Here, we present a model for Addiction Psychiatry fellowship programs as a way to incorporate education of future educators in the field

METHOD

The first step included identifying goals and objectives for the course

Using them, an initial training module and a comprehensive curriculum were developed

The curriculum specifically focused around teaching by addiction psychiatry fellows in a traditional case conference series

The impact was assessed using structured and unstructured feedback designed to improve the quality of teaching conducted by the fellows^{2,3}

OBJECTIVES

By the end of this course, the learner will be able to:

Identify key principles of adult education and utilize them in formatting a clinical case conference for peers

Review relevant literature and present the organized information effectively

Promote case-based learning, with emphasis on evidence based practices

Provide constructive feedback to trainees using a developed model

RESULTS

The initial training module focused on

- developing effective educational presentations
- providing constructive feedback
- building a comfortable environment of peers useful for effective skill development

After this each fellow conducted a case presentation, crafted based on these principles

A faculty mentor was assigned to oversee the presentation and provide guidance

Experts on the topic of the presentation were also consulted

A structured feedback form was designed and was utilized by the mentors to advise the fellows³

Written evaluations were also obtained from the members present at the case conference

The information was collated and constructive feedback was provided to the presenters

FEEDBACK

Following focus areas were incorporated into the structured feedback form³

- Presentation structure
- Learning environment
- Fielding questions
- Presentation style
- Outcomes
- Strengths
- Area for improvement

CONCLUSIONS

Teaching and feedback skills are fundamental competencies that need to be taught at all levels of medical training

Designing and implementing a curriculum focused on developing these skills into a one-year Addiction Psychiatry fellowship is feasible

REFERENCES

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