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Innovation in Education

Poster Title

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

Authors

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Abstract

Introduction: Teaching and providing feedback are specialized skills that can be taught and developed. Despite the expectation that fellows and early career psychiatrists educate other trainees, patients, and the public, current practices in addiction fellowship education devote little attention to develop teaching and feedback skills. Because there is a great deal of misunderstanding and stigma about the cause, treatment, and prognosis of addictive disorders among the public as well as healthcare professionals the need to provide coherent, timely, and relevant education is especially pertinent to those planning a career in Addiction Psychiatry. 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.

Methods: The first step included identifying goals and objectives for the course. Using them, an initial training module and a comprehensive curriculum were developed specifically 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.

Results: The initial training module focused on developing effective educational presentations, providing constructive feedback and 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 fellows. 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. A sample of feedback obtained during this course will be presented.

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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