

CAEP Feature Innovation Case Report

Name of Innovation	Presentation to peers: above and beyond the Power Point lecture. Experiential approach to different teaching methods by residents in emergency medicine.
Lead Innovator	Dr. Isabelle Ouellet
Lead Innovator's email address	isabelle.ouellet@usherbrooke.ca
Does this project have its own website?	No
Division or department's website	http://www.usherbrooke.ca/dep-medecine-famille/programmes-detudes/formation-complementaire-en-medecine-durgence/
Description of the Innovation	<p>Objective: Although Health Science education is booming in many medical programs, residents are more often exposed to outcomes (curriculum redesign, different course formats) rather than the teaching in itself. As part of this project, in order to expose them to this field of knowledge and possibly engage them, residents have had to use non-traditional teaching formulas during presentations to their colleagues. They subsequently had to answer short questions about their experience.</p> <p>Preparation: Research on the various existing teaching formulas led to the recognition of the book by Gilles Chamberland: <i>20 formules pédagogiques (Presse de l'Université du Québec)</i>, as an accessible foundation to the introduction of the subject, the identification of the different formulas, and their use by newcomers.</p> <p>Method: During the third year curriculum in emergency medicine (the College of Family Physicians of Canada program), a four-week period is devoted to academic courses and technical activities. Residents have no clinical obligations or duties during this period. The moment seemed to us well chosen for this activity, as residents had time to experience this new approach without the stress and hectic schedule of training periods. The goal was to create a favorable climate for this introduction to teaching. Together in pairs, a subject and a teaching formula were assigned to the residents by random draw. The presentation topics completed an academic course on pediatric emergency: stomach pain in children, abuse, febrile convulsions, limping, sudden death syndrome, and ALTE. The teaching formulas used were selected for their compatibility with the type of audience (small groups in face-to-face mode): tournaments, programmed teaching, discussion groups, teamwork and case studies. A period of 45 minutes was allocated to each team for their presentation. After each presentation, an assessment was completed by a supervising physician and the other residents. It focused on the quality of the</p>

	<p>academic content and the use of the teaching formula. Students also made a brief reflection on the formula used: strength, weakness, what they thought of it as a whole.</p> <p>Result: The compilation of student evaluations led to the identification of recurring themes in relation to the use of these non-traditional forms of presentation.</p> <p>Pros: More aggressive, allow for more interaction than the standard model, knowledge sharing, original, open a wider range of possibilities for future presentations.</p> <p>Cons: A lot of work, some methods appear less feasible, fear of difficulty in retaining the new information because too much emphasis is put on the method itself.</p> <p>Reflective critique: Overall, the activity was interesting and inspiring. However, outside the specific context of this academic course, the author is not certain that the experiment can be replicated. Although they are beneficial as teaching tools, these presentations take longer to prepare and require more time to teach the subject to the audience, especially with regards to short subjects.</p> <p>However, the goal, which was exposure and an opening to other potential methods, has been reached. Residents now have tools at their disposal if they want to experiment with other techniques in a future presentation. And who knows if some of the experimenters have not acquired a taste for medical education!</p> <p>Summary: As an introduction to teaching, residents of the emergency program had to use non-traditional teaching formulas during presentations to their peers. Most of them found the experience rewarding due to the discovery of new, and more aggressive methods. However, the daily recourse to these techniques requires more time for preparation and presentation.</p>
<p>Who wrote this summary?</p>	<p>Dr. Isabelle Ouellet</p>

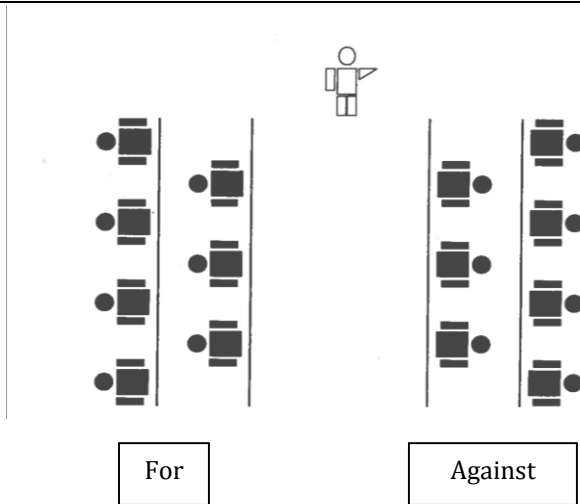


Figure 23: Physical organization of the classroom to encourage a debate style discussion