



## News from across the UW Hospital Medicine Program

### MD Aware's Clinical Teaching Special Edition

#### Teaching Skills Update:

Shobha Stack & Somnath Mookherjee

With the summer arrival of new learners, you may find yourself reevaluating your teaching skills. Even the most seasoned teacher can benefit from some reflection on "what makes a great clinical teacher?" A group from the University of Michigan Hospitalist Program wondered the same thing. They observed inpatient rounds led by 12 outstanding hospitalist clinician-educators throughout the nation, including at the Seattle VA with Steve McGee, and noted the "actions, behaviors, and approaches" demonstrated by these attendings. Then they asked their current and former learners what resonated as the most effective techniques, and found several characteristics of "exemplary educators." **Try out some of the actions on the following page to elevate your own wards teaching!**

We asked lead author Nathan Houchens, MD, which behavior he found to be the most surprising in its efficacy. Dr Houchens noted, "We identified that many expert attendings preferred to have their ideas and clinical decision making questioned by learners. They frequently demonstrated humility and self-deprecating humor, which created a safe and supportive learning environment free from intimidation."

To learn more about the study, see Houchens, et al, Techniques and Behaviors Associated with Exemplary Inpatient General Medicine Teaching: An Exploratory Qualitative Study. *Journal of Hospital Medicine* 2017; 12:503-509. Another resource that expands on the findings of the article is the book "Teaching Inpatient Medicine: What Every Physician Needs to Know," created by Molly Harrod and Sanjay Saint, along with Robert W. Stock. This book provides a wealth of actionable practices to help you become an exemplary inpatient teacher. In our own group, Clinical Teaching Champions are available to observe and give structured feedback on your teaching. **Contact your site's CTC for very collegial, high yield feedback to polish your teaching skills.** Continued on page 2

### Faculty Profile

#### Randi Morrison



#### Are you from Seattle?

I am from Calgary, Canada and moved to the States when I was little because of my dad's job. I came to Seattle for my UW residency and I went to medical school in Indiana.

#### What would you be if you were not a physician?

I would be an aerialist. I have been doing it for six years and just got serious in the last three years. I started because of a friend from residency who invited me to join her class. I took several intro classes and eventually moved up to an intermediate class, but then it didn't fit into my schedule. So I started taking private lessons until I had time to go back to class. Once I started training with a private coach I kept going in that direction. Two of my coaches had given a workshop tour that moved around the US. I went with them for two weeks and took their workshop and lived a life of an aerialist.

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## Behaviors of exemplary educators (from Houchens, et al)

### 1. Foster positive relationships:

- Build rapport with learners (i.e. show interest in their well-being).
- Dr. Houchens says, "On any given day, I ask learners about their favorite guilty pleasure song, their favorite travel destination, what they do on their days off, and where they come from. This has resulted in mentorship and friendships that have lasted far longer than just the rotation we shared together."
- Create a supportive but challenging learning environment (encourage learners to ask questions and admit uncertainty)
- Be a lifelong learner with your team (admit uncertainty)
- Include other health professionals as part of the team (greet staff members by name)

### 2. Use patient-centered teaching:

- Develop patient-specific teaching points (develop questions related to current patients)
- Treat patients as partners (reflect on patient input to the care plan)
- Model clinical skills and communication techniques (vary which physical exam technique is emphasized based on the changing needs of the patient)
- Use body language to demonstrate empathy (sit at the bedside when talking to the patient)

### 3. Collaborate and Coach:

- Facilitate discussion to foster learning (use lectures sparingly - instead, develop interactive teaching points)
- Use Socratic questioning (use questions to offer second thoughts without second guessing)
- Differentiate learning levels and team roles (tailor questions to learner's levels and experience)

Continued on page 3

## Randi Morrision Continued

I train at Versatile Arts, which is walking distance from my house, and I have done a couple of student shows there.

I say I have three lives. One is my medicine life, one is my aerial life and the other is working with my husband on his Thriller novels.



Randi and Boyd on the left at ThrillerFest

I edit his novels and we just got back from Thriller Fest, which is a Thriller authors conference we go to every year in New York, and is really fun.

### Do you ever write your own content or . . . ?

I just edit. I never wanted to be a writer. My undergrad degree was in English and I worked as an editorial intern for a magazine, but I didn't want to write and it's really hard to get up in the magazine industry if you don't write.

Continued on page 4

## Recent Publications, Presentations and Awards

**Kara Mitchell** (UW) was selected as one of 2017 Seattle Met's Top Doctors.

**Mike Lenaeus** (UW) published: Structures of closed and open states of a voltage-gated sodium channel in PNAS, Apr. 2017

**James Floyd** (HMC) was co-author of "Pharmacogenomics study of thiazide diuretics and QT interval in multi-ethnic populations: the cohorts for heart and aging research in genomic epidemiology." In Pharmacogenomics, July 2017.

**Kay Johnson** (VA), associate professor is lead author of: "Amount of Sleep, Daytime Sleepiness, Hazardous Driving, and Quality of Life of Second Year Medical Students" in Academic Psychiatry

**Jesse Levin** (UW) will take over as the UWP at-large physician champion for the department of medicine. He succeeds Chris Chen, who now works at Valley, and will serve with fellow GIM faculty member, Eliza Sutton.

**Karen McDonough** (UW) & **Andrew White** (UW) were co-authors of a July 2017 MedEdPORTAL publication: Interprofessional Error Disclosure Training for Medical, Nursing, Pharmacy, Dental, Dietetics, and Physician Assistant Students.

[https://doi.org/10.15766/mep\\_2374-8265.10606](https://doi.org/10.15766/mep_2374-8265.10606)

# DGIM Clinical Teaching Champions are available to help polish your teaching on the wards!

V  
A  
M  
C



Doug Berger



Tyler Albert

H  
M  
C



Randi Morrison



Dawn Taniguchi

U  
W  
M  
C



Molly Jackson



Tyra Fainstad

## Upcoming Events

**Regional ACP Conference  
Abstract Deadline:**  
Sunday, August 20, 2017

**September Updates in  
Hospital Medicine:**  
9/29/17 at 12:30pm  
R&T 117 at HMC.

**Academic Internal Medicine  
Week 2018, the national  
gathering for educators of  
medical students & residents  
in internal medicine:**

March 18–21  
Henry B. Gonzalez Convention  
Center, San Antonio, TX

**Workshop Proposals due:**  
8/18/17

**Abstracts submission opens:**  
9/25/17 and closes 11/3/17

**Andrew Hahn & David Levitt  
Prepare for a Disaster Drill**



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## Hospitalists Take New Leadership Roles

Evan Paul (VA) was recently appointed as the Physician Utilization Manager (PUMA) at the VA Puget Sound – a position with facility-wide cost oversight responsibilities, and will further serve as the Lead PUMA for the Northwest Network of VA Hospitals to coordinate relevant efforts throughout the region.

Jeff Redinger and Chen Wu (VA) were recently appointed as the Unit Medical Directors of 6W and 2W at the VA Puget Sound and will be working with nurse managers to improve care at the unit level. Jeff will be UMD for 6-West and Chen is UMD for 2-West.

## Hospitalists Awarded Stern Funds

Shobha Stack (UW) and Tyler Albert (VA) were recipients of the 2017 Stern Teaching Award, which provides a year of support for faculty to develop educational programs.

Dr. Albert, will work on a project to improve medical students' oral case presentations.

*"In this day and age with EMR (electronic medical record), everybody knows what is going on with patients thus a 10 minute long presentation is redundant. I'm going to try and implement something that Steve McGee came up with here at the VA, a short presentation that I'll call the CORE (concise oral report) presentation, a 2-3 minute sign-out style of presentation without any surprises. We'll see how it goes!"*

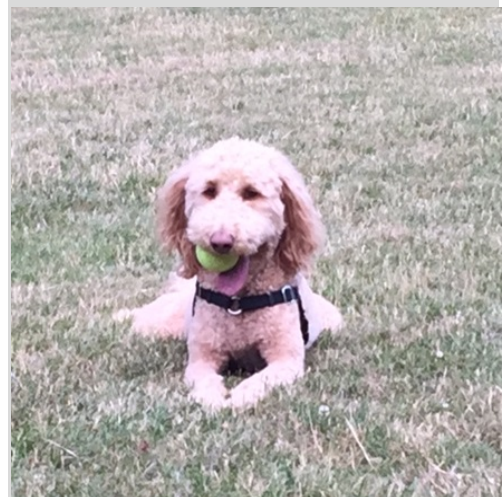
Dr. Stack, will develop a systematic approach to diagnosing learners so that educators can develop actionable, stepwise feedback for both clinical skills and professionalism.

*"I am most looking forward to working with senior faculty to develop my teaching skills. There are so many renowned educators at UW, I consider myself lucky to get to learn from them by observing and being observed, and in the end, hopefully make a difference for our students and residents."*

## Randi Morrison Continued

### How did you make the switch from an English degree to medicine?

I was in Jamaica with my husband's best friend and his wife, who are both doctors. I was asking all kinds of questions about a heat rash when he finally said, "Randi go to medical school!" So that night in Jamaica, my husband and I sat down and said, "Well what would it take for me to go to medical school?"



**Casey the  
Goldendoodle**

A month later I started my pre-med work, because I had never taken a college level science class. It took me 9 years to get through all my medical training. My husband knew he didn't want to be an engineer; he wanted to be a writer. He put me through all that medical training, and the deal was, he would then get 9 years off from his job and become a published author. And he did it in five years.

### Do you have any pets?

A golden doodle named Casey who is four years old and has quite a personality.

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