



University of
Pittsburgh

Department of Anesthesiology
and Perioperative Medicine

TEACHING

OR Clinical

Goals & Objectives

- Opportunity
- How do you evaluate resident clinical performance?
- How are you evaluated?
- How will you be recognized?
- Who are the Best Clinical Teachers?
- Tips from the Best Teachers

Opportunity

- Daily Assignment
 - Residents
 - Fellows
 - Medical students
 - SRNAs

How do you evaluate resident clinical performance?

Patient Care	PC-A1	Pre-anesthetic Patient Evaluation, Assessment, and Preparation
	PC-A2	Anesthetic Plan and Conduct
	PC-A3	Peri-procedural pain management
	PC-A4	Management of peri-anesthetic complications
	PC-A5	Crisis management
	PC-A6	Triage and management of the critically-ill patient in a non-operative setting
	PC-A7	Acute, chronic, and cancer-related pain consultation and management
	PC-A8	Technical skills: Airway management
	PC-A9	Technical skills: Use and Interpretation of Monitoring and Equipment
	PC-A10	Technical skills: Regional anesthesia
Medical Knowledge	MK-A1	Knowledge of biomedical, clinical, epidemiological, and social-behavioral sciences as outlined in the American Board of Anesthesiology Content Outline.
Systems-based Practice	SBP-A1	Coordination of patient care within the health care system
	SBP-A2	Patient Safety and Quality Improvement

- Each teaching opportunity, you will receive notification for evaluation from MedHub (<https://upmc.medhub.com/index.mh>).
- You will enter the evaluation (0 – 5 with 0.5 increment) in 25 items (see below) if observed.
- Please understand the definition of each score: (5) = Equal to an attending; (4) = Graduation level; (3) = At the end of PGY3 year level; (2) = At the end of PGY2 year level; (1) = At the end of PGY1 year level

Practice-based Learning and Improvement	PBLI-A1	Incorporation of quality improvement and patient safety initiatives into personal practice.
	PBLI-A2	Analysis of practice to identify areas in need of improvement.
	PBLI-A3	Self-directed learning
	PBLI-A4	Education of patient, families, students, residents, and other health professionals.
Professionalism	P-A1	Responsibility to patients, families, and society
	P-A2	Honesty, integrity, and ethical behavior
	P-A3	Commitment to institution, department, and colleagues
	P-A4	Receiving and giving feedback
	P-A5	Responsibility to maintain personal emotional, physical, and mental health
Interpersonal Communication Skills (ICS)	ICS-A1	Communication with patients and families
	ICS-A2	Communication with other professionals
	ICS-A3	Team and leadership skills

How are you Evaluated?

- Resident/fellows
- MedHub teaching effectiveness
- Every six months, you will receive a cumulative evaluation from the department's Education Office.

How will you be Recognized?

- Resident Graduation
 - Best Clinical Teacher
 - Voted by the graduating resident class
 - Best Medical Student Educator
 - Voted by the graduating UPSoM medical student class
 - Excellence in Education
 - Program Director will select
- Fellow Graduation
 - Best Clinical Teacher
- Academy of Distinguished Medical Educators (UPSoM)
 - <https://www.adme.pitt.edu/membership>

Who are the Best Teachers?

Previous Teachers of the Year



2012



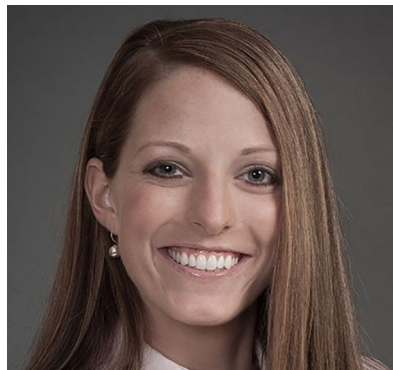
2013



2014



2015



2016



2017



2018



2019 & 2020 (!!)

Tips from the best teachers

- “Make the time to do dedicated teaching.”
- “Include the resident in developing a plan for the case, but then let them have conditional independence to make decisions on their own as the case and their skill level allow.”
- “Make yourself approachable.”
- “Give mock oral board.”
- “Treat learners with respect.”
- “Inform the teaching points during the pre-OR case tel. discussion”



Steve McHugh, MD
Shadyside



Kathir Subramaniam, MD
Presbyterian



Theresa Gelzinis, MD
Presbyterian



Ezeldeen Abuelkasem, MBBCh
Montefiore



Steve Orebaugh, MD
Montefiore



Carl Daltner, MD
Passavant



Teaching Tips from Ezeldeen Abuelkasem, MBBCh (Montefiore) Best Clinical Teacher of the Year both in 2018 – 2019 and 2019 – 2020

- *On the day before working with a resident, I call them before they reach me.*
- *Proactively think about something new to teach the resident from the very cases they are doing on the day.*
- *Tailor an oral board case based on their case/s*
- *Provide feedback on the same day*
- *Engage with them about their social and personal life as much as they want me to know and counsel them.*
- *Counsel them about their fellowships and help them choose a career (pros/cons)*
- *Counsel them about job offers and what would be best for them based on my experience.*
- *Always encourage and provide constructive criticism. Never let them feel they are behind. **Every resident has a desire to be their best!***