Introduction to Just in Time Teaching (JiTT) Infographics:

Using technology to enhance professional development

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Key Facts

... The largest integrated health system New York State

19 Hospitals
750+ Ambulatory facilities

~2,000 trainees and fellows
in 120 programs

Five tertiary hospitals
- Lenox Hill Hospital
- Manhattan Eye, Ear & Throat Hospital
- Long Island Jewish Medical Center
- North Shore University Hospital
- Sandra Atlas Bass Heart Hospital
- Southside Hospital
- Staten Island University Hospital, North

Eleven community hospitals
- Glen Cove Hospital
- Huntington Hospital
- Long Island Jewish Forest Hills
- Long Island Jewish Valley Stream
- The Orthopedic Hospital
- Northern Westchester Hospital
- Mather Hospital
- Peconic Bay Medical Center
- Phelps Hospital
- Plainview Hospital
- Staten Island University Hospital, South
- Syosset Hospital

Three specialty care hospitals
- Cohen Children’s Medical Center
- South Oak's Hospital
- Zucker Hillside Hospital

Four affiliated hospitals
- Boca Raton Regional Hospital, FL
- Crouse Health, NY
- Maimonides Medical Center, NY
- Nassau University Medical Center, NY

Strategic alliances
- CASA Columbia, NY
- Cold Spring Harbor Laboratory, NY
- Epworth HealthCare, Richmond, Australia
- Karolinska Institute
- One Brooklyn Health
- OPKO Health BioReference Laboratories
- Rothman Institute
- University of Notre Dame
- Western Connecticut Health Network
- Yale New Haven Health
1. **Explain** a newly designed, technology-assisted resident and faculty development program, Just in Time Teaching Tips (JITT), content, logistics and outcomes.

2. **Engage** participants to include technology-assisted faculty development in their toolbox to meet the needs of faculty and trainees in busy clinical roles.
Trainees spend up to **25%** of time teaching medical students.

Medical students **credit 1/3 of their clinical knowledge** to teaching from trainees as important teachers.

Therefore many trainee programs considers teaching skills such as Resident as Teacher (RAT) a core competency.
Though many times trainees feel unprepared...

Unsure... What to teach? and When and How to teach it?
Why it matters?

Better Medical Education

Satisfaction with role
Professional identity formation

Medically
Productivity
Social

Improvement of Quality of Care
Introduction

Just in Time Teaching (JiTT) Infographic

A practical teaching approach that is readily integrated for trainees & faculty to be used in their daily clinical teaching.
Goal

Providing faculty and trainees with "teaching tips" via email or text message that contain evidence based knowledge just in time for learners to join the clinical team.

Utilize JITT Tips
In clinical post graduate training programs

Recognition
Clinical teams will recognize JITT Tips as a learning resource for teaching in a busy clinical environment

Enhance the overall quality of learning environments for junior trainees and students, as well increased confidence & skills for trainees and faculty.
Needs Assessment

SELECT
Select trainees & faculty champions for each program

IDENTIFY
Identify specific characteristics trainees believe contribute to successful teaching during rounds

INTEGRATE
Select trainees & faculty from clinical specialties who interact with medical students during clinical learning years

ENGAGE
Determine if electronically distributed info promotes education, enhance confidence, and positively influence learning environments.

MEASURE
Quantitative and qualitative feedback to determine short- and long-term impact of infographics as a JITT Tips tool
Selected Programs

- Internal Medicine
- Neurology
- PM&R
- OBGYN
- Pediatrics
- Psychiatry
- Surgery
- Neurosurgery
- Vascular Surgery
Steps to Implementation

**STEP 01** Create a template for your evidence-based teaching tips

**STEP 02** Upload a distribution list for subscribers

**STEP 03** Select Date and Time For distribution

**STEP 04** Deliver materials via email/text before the start of the clinical sessions

Social Media Modalities to deliver material
General JiTT Tips

teaching topics include:

- Setting Expectations and Goals
- Learning Huddle
- Beside Teaching
- Directed Teaching Through Observation
- How to use “RIME” With Your Learners
- How to use the SFED Model of Feedback with your learners
- Using Questioning as a Tool for Effective Precepting
Specialty Specific JiTT
teaching tip topics include:

- How To Perform an OB/GYN History
- How To Teach To Evaluate for Rupture of Membrane/Amniotic Fluid
- Teaching Neurologic Imaging
- Teaching the Neurologic Exam
- How To Teach Conducting Abdominal Exam for Surgery
- Teaching to Prepare a Student for the Operating Room
- Teaching Functional History
- How To Deliver Challenging News
- Teaching in the Operating Room
- Bedside Teaching for Mobility Assessment
- Teaching Manual Muscle Testing
- Teaching How to Conduct PM&R Consults
- Teaching Family centered Rounds with Patients and Families
- Teaching Pre-Family Centered Rounds Outside of the Room
- Teaching Psychotherapies
- A Framework for teaching the Biosocial Formulation
- Using the Socratic Method in Teaching
- Teaching Abdominal Imaging
- How to Interpret an Abdominal Image
Trainees were sent JiTT infographics via email. N=260 trainees were sent JiTT infographics via email. The average % of all clinical specialty trainees utilized JITT Infographics was 64.9%. Data collected from July to Sept 2019 for 6 weeks.
Results

Trainee Survey Responses

16.9% of Participants Responded (N=44)

What is your understanding of your role as a teacher?

- 38.5% It is one of my primary responsibilities
- 49.2% I should teach if a teachable moment occurs
- 4.6% It is required, but I’m not a good teacher
- 4.6% It is required, but I don’t like it
- 3.1% I should only teach if all my patient care is completed
Results
Trainee Survey Responses

90.9%
JiTT infographics prompted them to think about teaching

88.7%
Found the infographics specific to their clinical specialty effective

75.0%
Found the frequency to be just right

How did the weekly emails change your teaching style?

70% of residents changed their teaching styles

- I create teachable moments more frequently (30.0%)
- I change how I teach (28.3%)
- I change how I give feedback (15.0%)
- I am easier to approach (16.7%)
- I have not changed my teaching style (10.0%)
**Faculty Survey Responses**

**Results**

- **80%** Found the infographics to be a useful resource to enhance faculty teaching skills
- **50%** Encouraged trainees to review infographics

**WHAT was LIKED?**
- Useful/Informative/Good Reminder (N=20)
- Easy to Read/Concise (N=17)

**WHAT was NOT LIKED?**
- Repetitive/too many (N=5)
- Too basic (N=3)
- Other (N=2)

30.6% of Faculty Responded (N=40)
Next Step

Podcast to include audio attached to each infographic

Better align distribution schedule with program needs

Ascertain Medical Student Feedback

Develop repository (App, Google Drive, library lib guide)
THANKS!

Any questions?

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For viewing of JITT Tips
http://libguides.hofstra.edu/mededresources/teachingresources
Additional faculty development resources,
https://medicine.hofstra.edu/faculty/facdev/index.html


