Introduction to Just in Time Teaching (JiTT) Infographics

Using technology to enhance professional development

Alice Fornari EdD, RDN
afornari@northwell.edu
Associate Dean, Zucker SOM at Hofstra/Northwell
Vice President, Faculty Development, Northwell Health
The largest integrated health system in New York State

**19 Hospitals**

- Five tertiary hospitals
  - Lenox Hill Hospital
  - Manhattan Eye, Ear & Throat Hospital
  - Long Island Jewish Medical Center
  - North Shore University 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

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

- Strategic alliances
  - CASAColumbia, 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

**KEY FACTS**

- 750+ Ambulatory facilities
- ~2,000 trainees and fellows in 120 programs
A newly designed, technology-assisted resident and faculty development program, Just in Time Teaching (JiTT) Tools, content, logistics and outcomes.

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
SELECTED PROGRAMS

NEUROLOGY
Including Physical medicine and rehabilitation (PM&R)

INTERNAL MEDICINE

OB/GYN

PSYCHIATRY

PEDiatrics

SURGERY
Includes Neurosurgery and Vascular Surgery

OTHER
Includes Family and Emergency Medicine
**Steps to Implementation**

**STEP 1:** Create a template for your evidence-based teaching tips

**STEP 2:** Content to infographic

**STEP 2:** Upload A distribution list for APP subscribers

**STEP 2:** Upload to APP as an infographic

**STEP 4:** Deliver materials

Via APP

**STEP 1:** Create A template for your evidence-based teaching tips

**Social Media Modalities to deliver material**

- Email
- WhatsApp
- Instagram
- App
Just in Time Teaching Tools App
<table>
<thead>
<tr>
<th>JiTT Categories</th>
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<tbody>
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<td>Ambulatory Medicine</td>
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<td>Classroom Teaching</td>
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<tr>
<td>Ethics Teaching</td>
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<tr>
<td>Family Medicine</td>
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<tr>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>Foundational Teaching Tips</td>
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<tr>
<td>Internal Medicine</td>
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<td>Neurology</td>
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<tr>
<td>OB/GYN</td>
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<td>Pediatrics</td>
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<tr>
<td>Physical Medicine &amp; Rehabilitation</td>
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<tr>
<td>Psychiatry</td>
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<tr>
<td>Social Justice</td>
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<tr>
<td>Surgery</td>
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Alice Fernari, EdD, FAMEE, RDN, a medical educator at Northwell Health and Faculty at Zucker SOM at Hofstra/Northwell developed JITT. All graphics were created by Melissa Affa, Northwell Health. Review questions were prepared by Elisabeth Schlager, PhD, Zucker SOM at Hofstra/Northwell and Kelly Spielmann, MHA, Northwell Health. JITT will advance medical education knowledge and teaching skills for faculty, trainees and students.

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Feedback Survey

Contact Us
Foundational Teaching Tools

Teaching topics include:

- Bedside Teaching with the Learner and Patient
- Bedside Teaching: A Directed Observation Technique
- Expectations and Goals: Set these with a Learner
- Feedback and Coaching: "SFED" (Ask/Tell/Ask)
- Learning Huddle to Prepare to Teach
- Psychological Safety in the Clinical Environment
- Questioning as an Effective Teaching Skill
- “RIME” Framework for Clinical Education
- Social Determinants of Health: The 5 Micro Skills or LANES to Precept
- Socratic Method Technique as a Teaching Skill
- The 5 Micro Skills: Precept with Limited Time

https://www.canva.com/
Podcast

EXPECTATIONS AND GOALS: SET THESE WITH A LEARNER

1. INTRODUCTIONS
   - Introduce yourself and orient your learner to the learning environment (clinicians, staff, workflow, facilities)
   - Elicit information about your learner: ask about prior experiences in this clinical setting & with this patient population

2. EXPECTATIONS & GOAL SETTING
   - Help the learner identify expectations particular for this clinical setting
   - Help the learner set goals that are specific, realistic, and timely

3. WRAP UP
   - Address any questions and concerns to support an environment with psychological safety

4. FOLLOW-UP
   - Exchange preferred contact information for ongoing communication
   - "Check to assess progress towards goals
   - Also see "Learning Health to Prepare to Teach"

Develop repository (via an App or Google Drive)

Northwell Health®
SPECIALTY SPECIFIC JITT Tools

Teaching 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

TEACHING NEUROLOGIC IMAGING

- Ask the learner about their familiarity with the different imaging techniques (i.e., CT, MRI, etc.).
- Discuss the clinical findings and ask about where they think the localization will be prior to looking at the image.
- Decide who will "drive" the review by asking the learner if they feel comfortable enough to lead. If not, you can "drive" the review.

PRIOR TO REVIEWING THE IMAGE

- The Learner, if comfortable, or you will "drive" the image review.
- If reviewing an MRI, make sure to ask the learner about how they can tell the difference between sequences (T1, T2, FLAIR, DWI, ADC, etc.).
- Have the learner point out different landmarks they see in the brain or spine.
- Ask the Learner to show where the "lesion" can be found.

REVIEWING THE IMAGE

- Provide feedback about their reading of the image.
- Leave time for questions, clarifications.
- Clarify if expectations were met and what to do differently next time.
- If the learner did not "drive" the study, ask them if they would like to lead next time a study is reviewed.

AFTER REVIEWING THE IMAGE
## Just In Time Teaching (JITT) Tips App

Please complete the survey below. Any questions, please contact Alice Fornari, Afornari@northwell.edu

Thank you!

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) This App met my expectations.</td>
<td>- Strongly disagree&lt;br&gt;- Disagree&lt;br&gt;- Neither agree nor disagree&lt;br&gt;- Agree&lt;br&gt;- Strongly agree</td>
</tr>
<tr>
<td>2) This App is easy to use.</td>
<td>- Strongly disagree&lt;br&gt;- Disagree&lt;br&gt;- Neither agree nor disagree&lt;br&gt;- Agree&lt;br&gt;- Strongly agree</td>
</tr>
<tr>
<td>3) I would recommend this App to my colleagues/peers.</td>
<td>- Strongly disagree&lt;br&gt;- Disagree&lt;br&gt;- Neither agree nor disagree&lt;br&gt;- Agree&lt;br&gt;- Strongly agree</td>
</tr>
<tr>
<td>4) Comments:</td>
<td></td>
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**Image Description:**
- The image features a large clipboard with a checklist, and two cartoon characters interacting with the clipboard. One character is sitting on the clipboard with a laptop, while the other character is using a pencil to check off items on the list. The scene is colorful and playful, indicating a light-hearted approach to the survey process.
Evidence Based Literature
Impact of using infographics as a novel Just-in-Time-Teaching (JiTT) tool to develop Residents as Teachers

David Orner[1], Alice Fornari[2], Sarah Marks[3], Timothy Kreider[3]

Corresponding author: Dr Alice Fornari afornari@northwell.edu
Institution: 1. Department of Radiation Medicine, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, 2. Department of Science Education, Occupational Medicine, and Family Medicine, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell, 3. Department of Psychiatry, Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
Categories: Educational Strategies, Students/Trainees, Teaching and Learning

Received: 08/10/2020
Published: 23/12/2020
THANKS!
Any questions?

You can find me at:

- Alice Fornari EdD RDN
- E: afornari@northwell.edu
- T: (516) 633 1038
- Twitter @AFornari1

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


