

Innovations in Medical Education Conference  
2022

# JUST IN TIME TEACHING (JITT) INFOGRAPHICS TEACHING APP: TECHNOLOGICALLY ASSISTED FACULTY DEVELOPMENT

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DONALD AND BARBARA  
ZUCKER SCHOOL of MEDICINE  
AT HOFSTRA/NORTHWELL





## background.

25%

of trainee work hours is spent teaching medical students

1 / 3

of clinical knowledge is credited to trainees by medical students.

Therefore many trainee programs **considers teaching skills such as Resident as Teacher (RAT) a core competency**

# goal.

To **improve the clinical learning environment for learners** who receive much of their instruction from trainees and faculty who are not confident in their teaching skills.



# solution.

Provide trainees and faculty, who are supervising learners on their clinical teams, with **evidenced based knowledge and skills, that uses technology and educational resources (infographics), to guide their teaching.**





# theory.

## How to integrate technology in education using the **S.A.M.R. Model**



### edefinition

Technology allows for the creation of new tasks previously inconceivable

- TRANSFORM THE DESIGN OF A LESSON & THE LEARNING OUTCOME
- CREATE A NOVEL & IMMERSIVE LEARNING EXPERIENCE THAT WOULD NOT BE POSSIBLE INSIDE A CLASSROOM

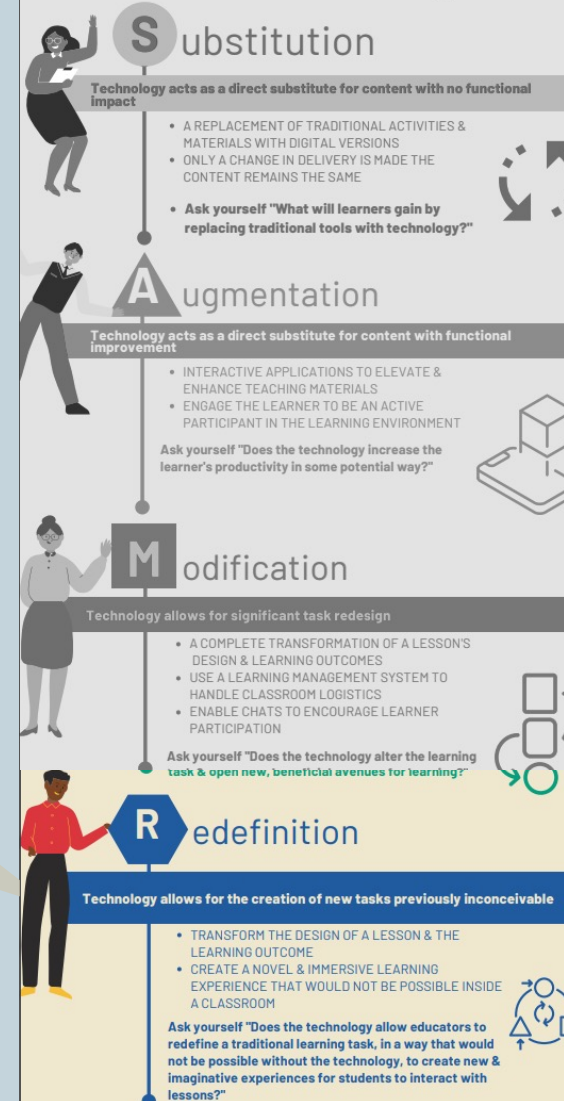
Ask yourself "Does the technology allow educators to redefine a traditional learning task, in a way that would not be possible without the technology, to create new & imaginative experiences for students to interact with lessons?"



**S.A.M.R. MODEL**  
How to make technology integration more purposeful

## S.A.M.R. MODEL

How to make technology integration more purposeful



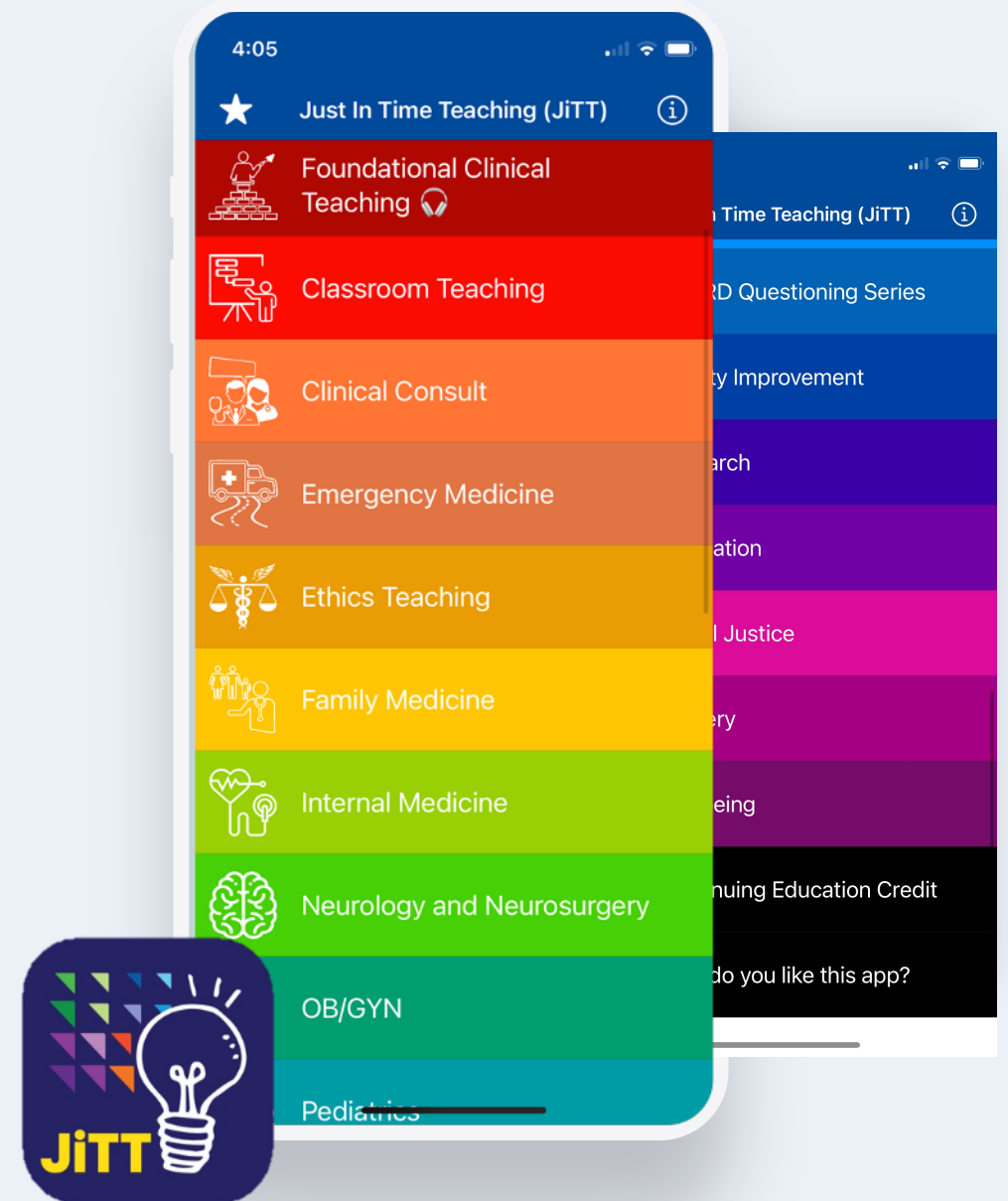
Content adapted from: Puentedura, R. R. (2013, May 29). SAMR: Moving from enhancement to transformation. <http://www.hippocampus.net/teachingwitharock/2013/05/29/samr-a-powerful-model-for-understanding-good-tech-integration/>. Edutopia. <https://www.edutopia.org/article/powerful-model-understanding-good-tech-integration/>. Creative Commons BY-NC-SA 4.0

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app.

available for FREE  
download on both iOS  
and Android



# categories.



Foundational  
Clinical Teaching



Classroom  
Teaching



Clinical Consult



Emergency  
Medicine



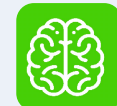
Ethics  
Teaching



Family  
Medicine



Internal  
Medicine



Neurology &  
Neurosurgery



OB/GYN



Pediatrics



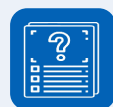
Physical Medicine  
& Rehabilitation



Professionalism



Psychiatry



QARRD  
Questioning Series



Quality  
Improvement



Research



Simulation



Social Justice



Surgery



Wellbeing





## 14 teaching tips which include:

- Bedside Teaching with the Learner and Patient
- Bedside Teaching: A Directed Observation Technique
- Feedback and Coaching: "SFED" (Ask/Tell/Ask)
- How to Develop as a Coach in Medical Education
- Learning Huddles to Prepare to Teach
- Psychological Safety in the Clinical Environment
- Questioning as an Effective Teaching Skill
- "RIME" Framework for Clinical Education
- Setting Expectations to Achieve an Educational Alliance
- SNAPPS
- Social Determinants of Health: The 5 Micro Skills or LANES to ...
- Socratic Method Technique as a Teaching Skills
- The 5 Micro Skills: Precept with Limited Time
- Think Out loud & Activated Demonstration

Audio File Available



Evidence based



## BEDSIDE TEACHING WITH THE LEARNER AND PATIENT

**PRE-ROUNDS OUTSIDE THE ROOM**

**ORIENT THE TEAM FOR BEDSIDE TEACHING WITH PATIENTS**

- Establish learning goals
- Establish a safe environment
- Orient the learners to the structure
- Orient the patients about the purpose-patient care and teaching
- Be prepared for unexpected moments

Speech bubbles: "Today, rounds will run as follows..." and "Is there anything someone would like to focus on today?"

**BEDSIDE ROUNDS WITH PATIENT**

**Introduction, Interaction, Observation, Instruction**

- Facilitate learner-patient interactions
- Demonstrate clinical skills
- Role-model professionalism & humanism
- Engage the patient throughout
- Assess learner clinical skills
- Provide immediate feedback as needed

Speech bubble: "I am Dr. xx & this is my team ..."

**POST-ROUNDS OUTSIDE OF THE ROOM**

**Debriefing, Feedback/Coaching Reflection with Learners**

- Elicit patient's reaction to the encounter
- Summarize key teaching points
- Allow learners to ask questions & clarify
- Reflect on the encounter
- Plan the next bedside session

Speech bubble: "How did that patient encounter go for you?"

Looking for more? [Access the podcast here](#)

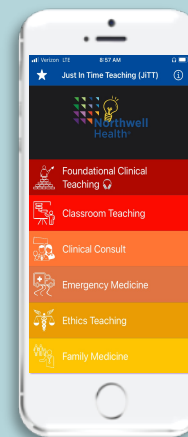
This JITT is Evidence-based! [Follow this link for more information](#)





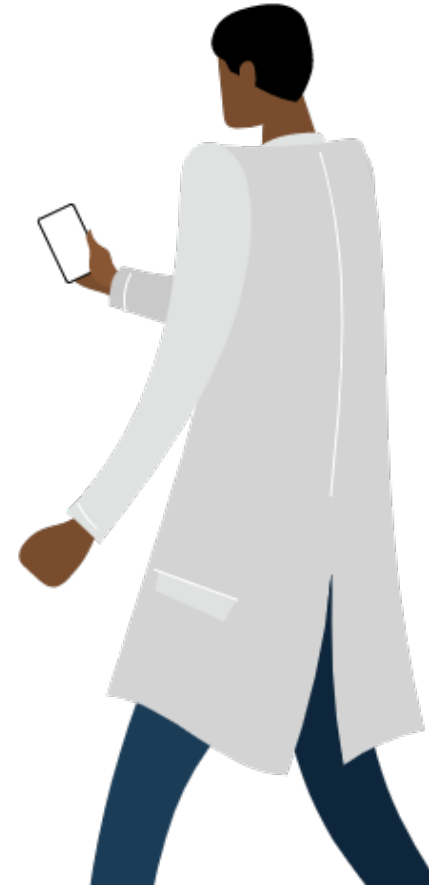
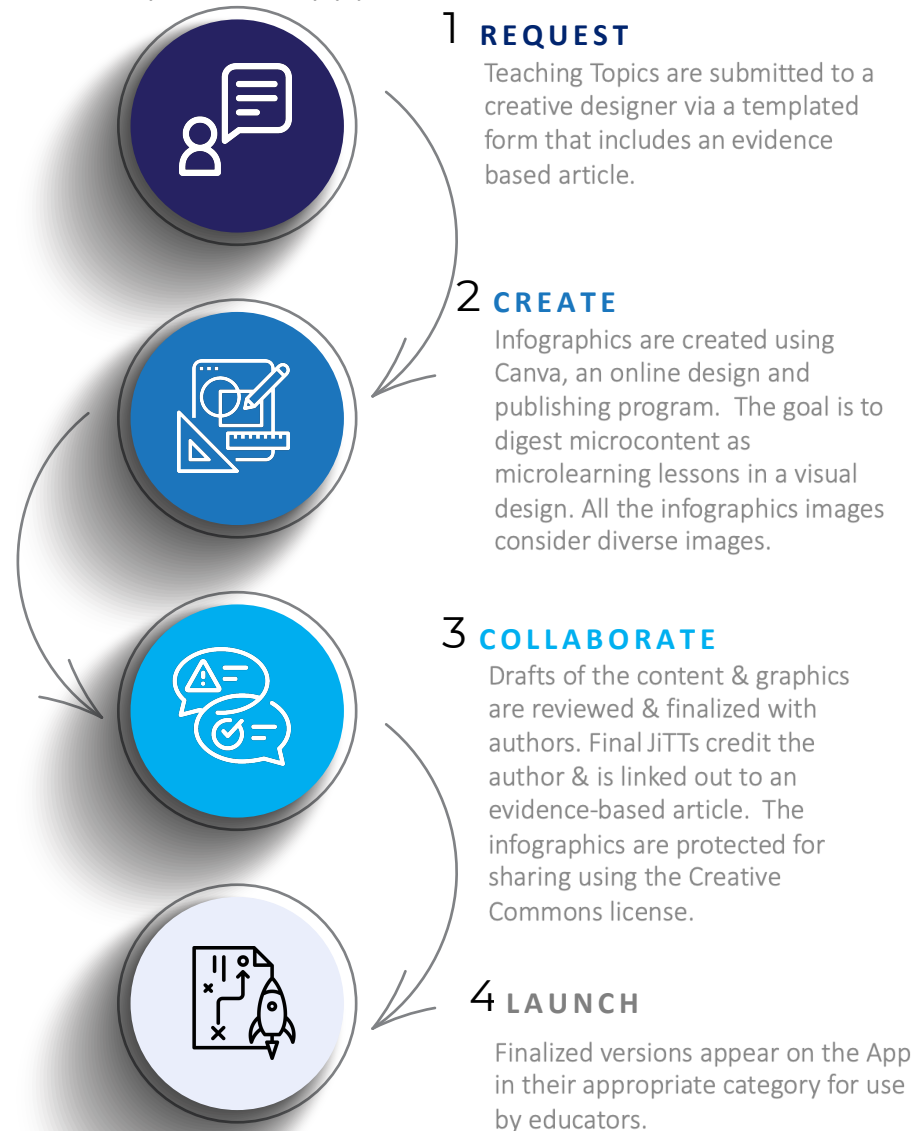
## For use in the following settings...

- Inpatient
- Outpatient
- Ambulatory
- Classroom
- Grand Rounds



## Timeline of Creating Content for JiTT

(From Request to App)



# how to use the JiTT App.

## 1 PREHUDDLE DISCUSSION

The attending and trainee meet to discuss which skills they will be using to teach.

## 2 FOUNDATIONAL TEACHING

Use these to help set expectations, guide the learner, & enhance teaching

## 3 SUBSPECIALTY TEACHING

Select subspecialty JiTTs based on cases being seen

## 4 FEEDBACK

Close out teaching rounds using foundational JiTT on giving feedback





# review.

## Free-Open Access Medical (FOAM)

Education resource accessible in the Apple Store and Google Play.

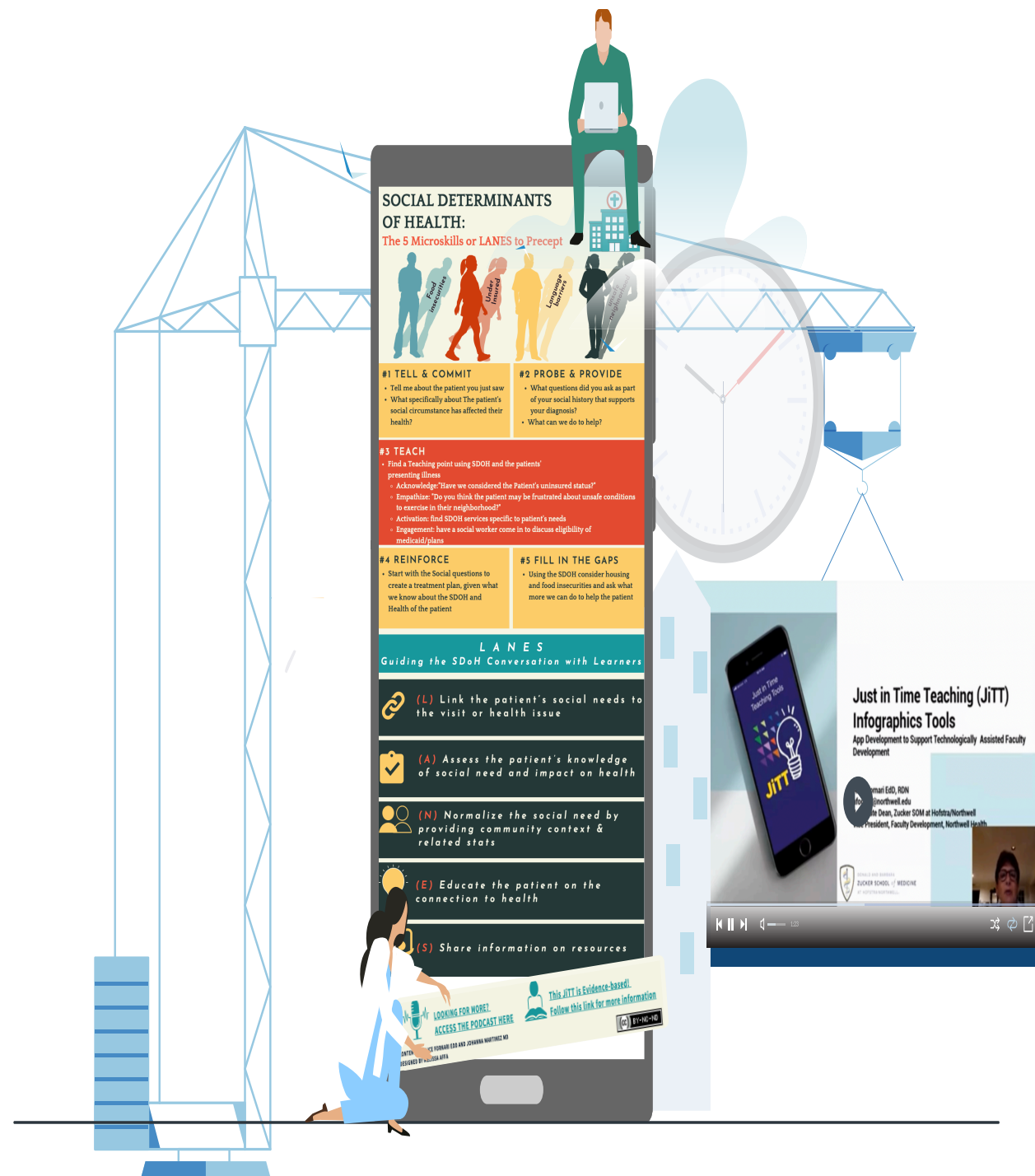
## 20 categories with 140+ JiTTs

Covering Foundational, Clinical and Non-Clinical (eg, Well-Being, Social Justice) topics

## Continued Education (CE) Unit Accreditation

## Availability to save to “favorites”

## Live analytic data to monitor outcomes



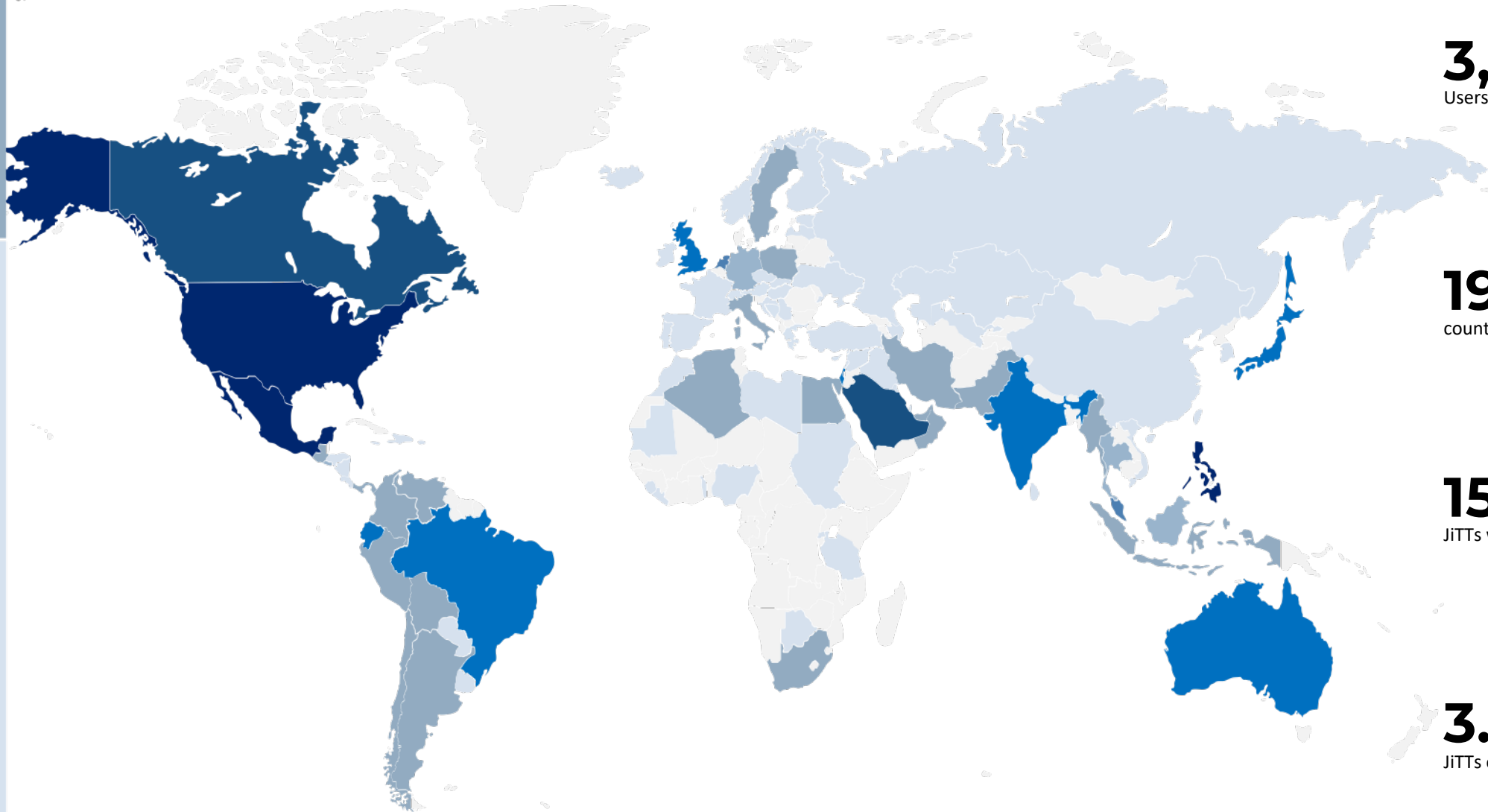
*Data collected for active between January 1, 2021 until January 1, 2022*

No. of countries

3  
2  
7

25

54



**3,028**

Users



**191**

countries



**15,624**

JiTTs were opened



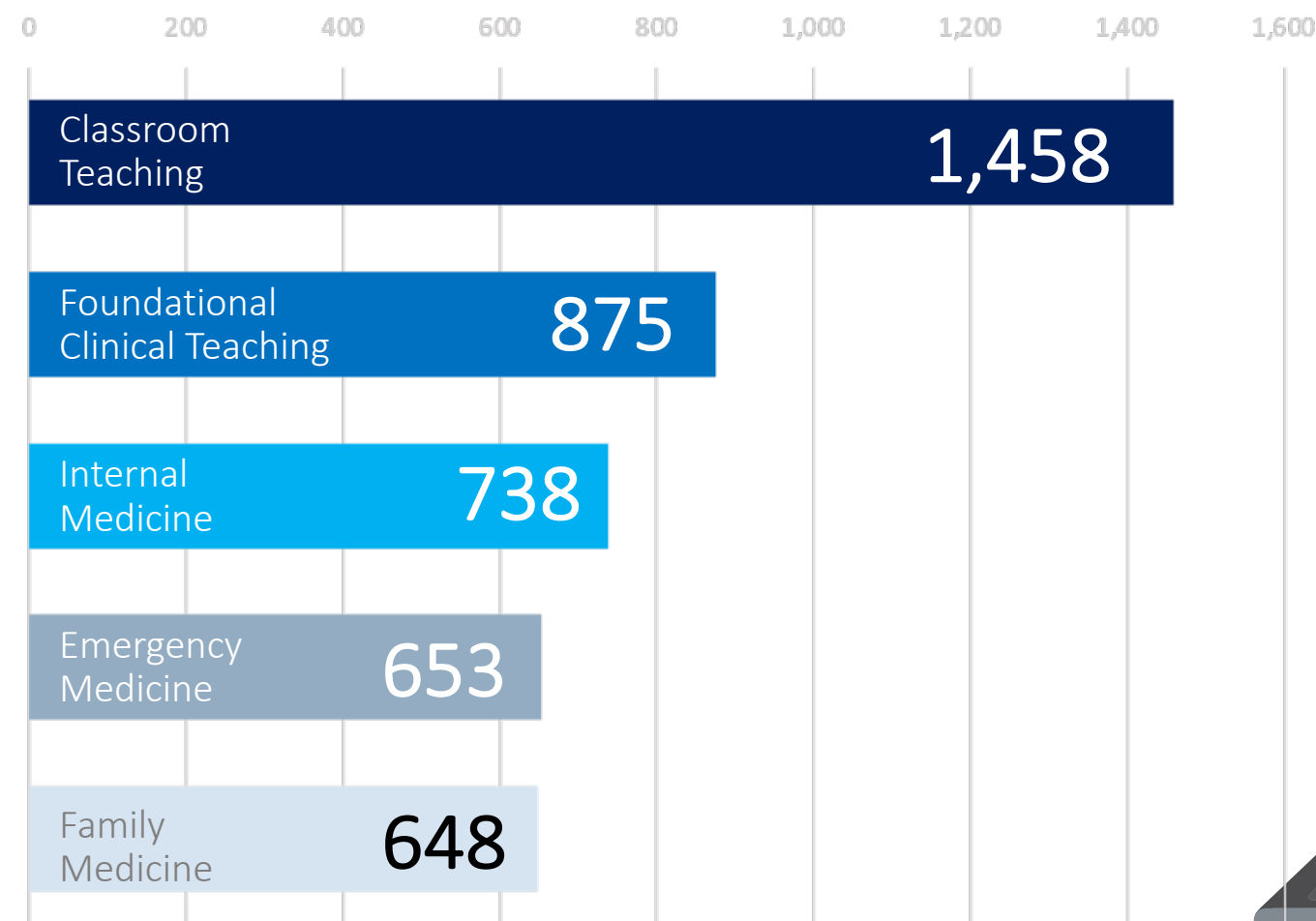
**3.31**

JiTTs opened per session

150+ users   149 – 50 users   49 – 25 users   24 – 10 users   9 – 1 users

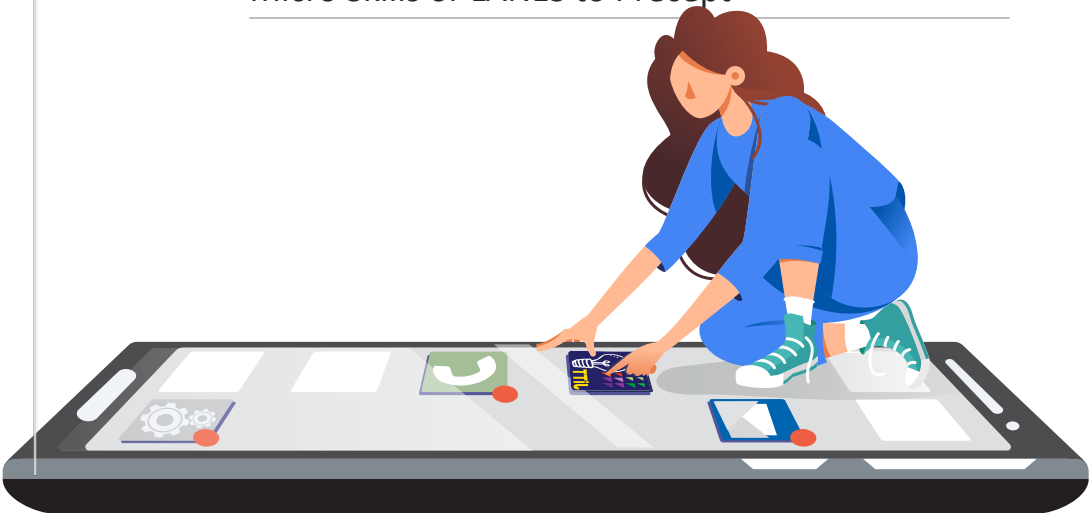
# user activity.

## 5 most viewed categories



## 5 Most opened JiTTs on the App # unique users

Bedside Teaching: A Directed Observation Technique	506
The 5 Micro Skills: Precept with Limited Time	478
Bedside Teaching with the Learner and Patient	472
Feedback and Coaching: “SFED” (Ask/Tell/Ask)	451
Social Determinants of Health: The 5 Micro Skills or LANES to Precept	420





# Acknowledgements



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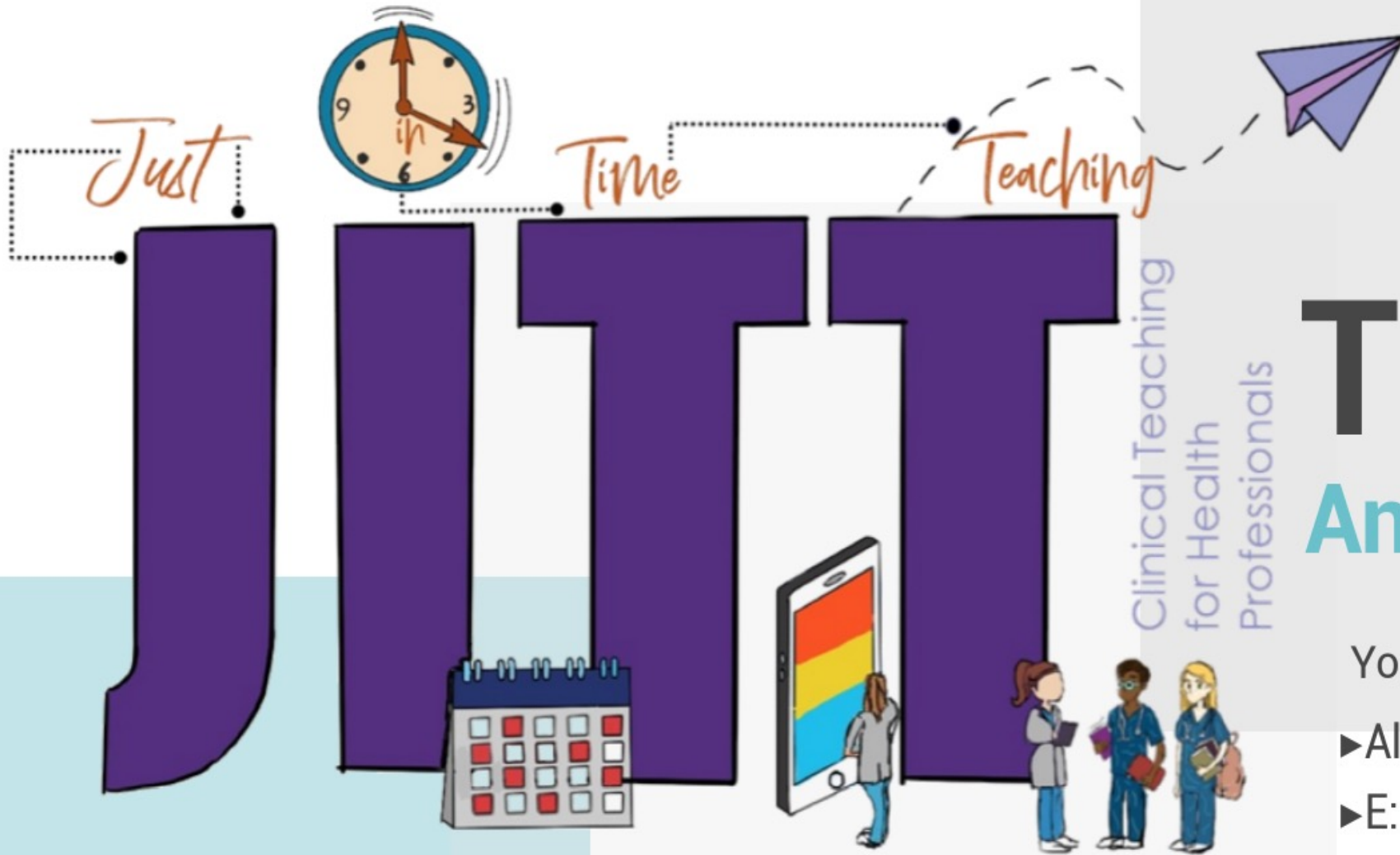


**Melissa Affa**, Creative Designer

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# Thanks!

Any questions?

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