

# Too Many Cooks in the Kitchen: Recipes for Success in Managing Large Learner Teams

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## Introduction

- The size and constitution of inpatient pediatric hospital medicine (PHM) teams can vary daily
- On a large team, it can be especially challenging for clinician educators to effectively teach learners of all levels while also delivering optimal patient care
- As modifying team size is often not an option, educators need techniques to reach many learners at once and adapt their style to fit the composition of the team

## Objectives

We developed an interactive workshop to enable educators to:

- understand roles and needs of learners of different levels
- recognize factors that impair team dynamics
- identify and utilize verbal and non-verbal behaviors to enhance learner engagement and participation on rounds
- effectively provide formative and individualized feedback to each learner

## Methodology

- A needs assessment within our institution confirmed lower resident satisfaction with larger inpatient team sizes
- We designed a workshop to address this educational gap using the ADDIE instructional design framework (Figure 1)

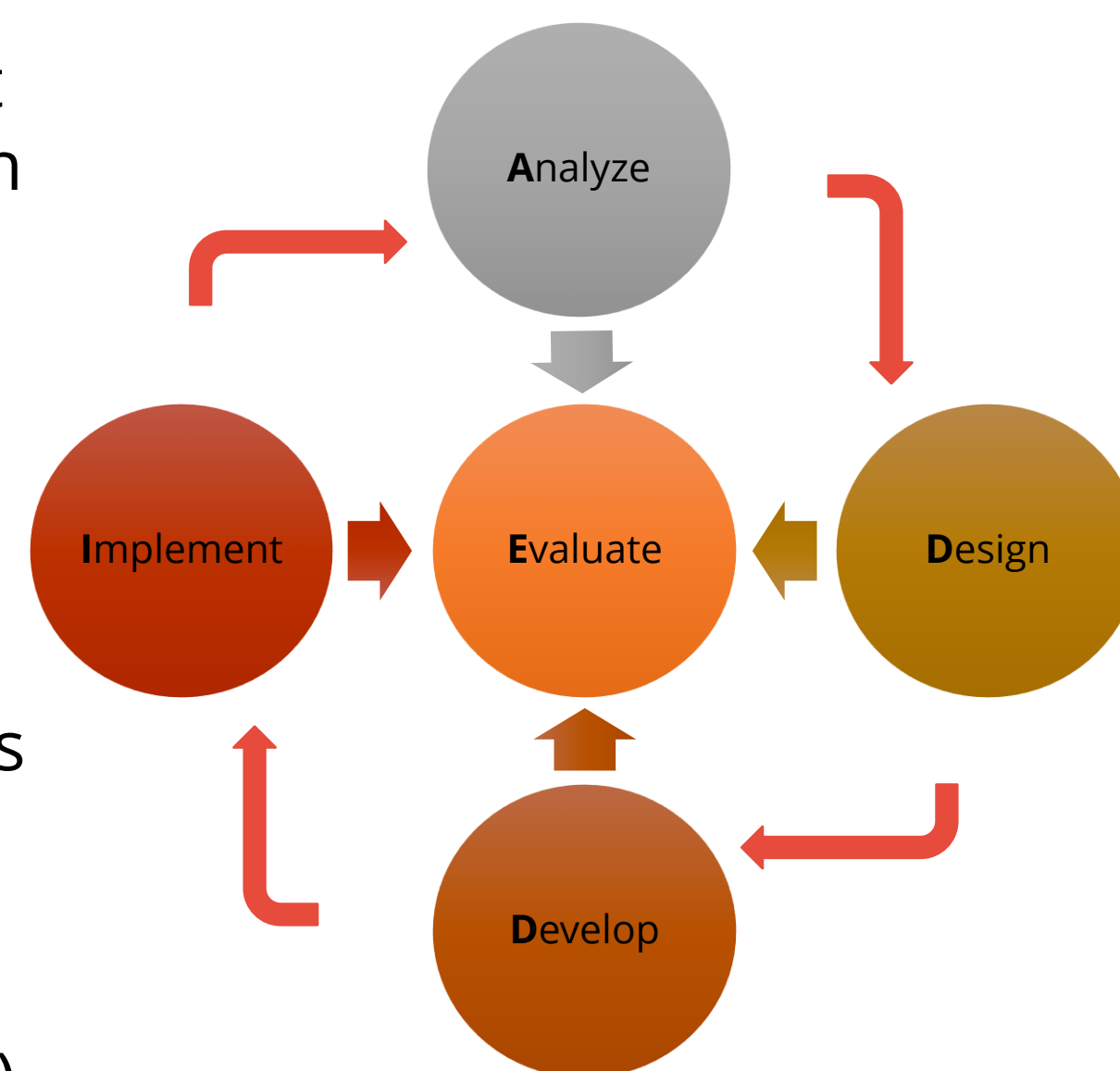


Figure 1: Overview of ADDIE framework

## Methodology and Workshop Overview

- We created a faculty development workshop to enhance educators' comfort and skills working with large teams of multiple learners (Figure 2)

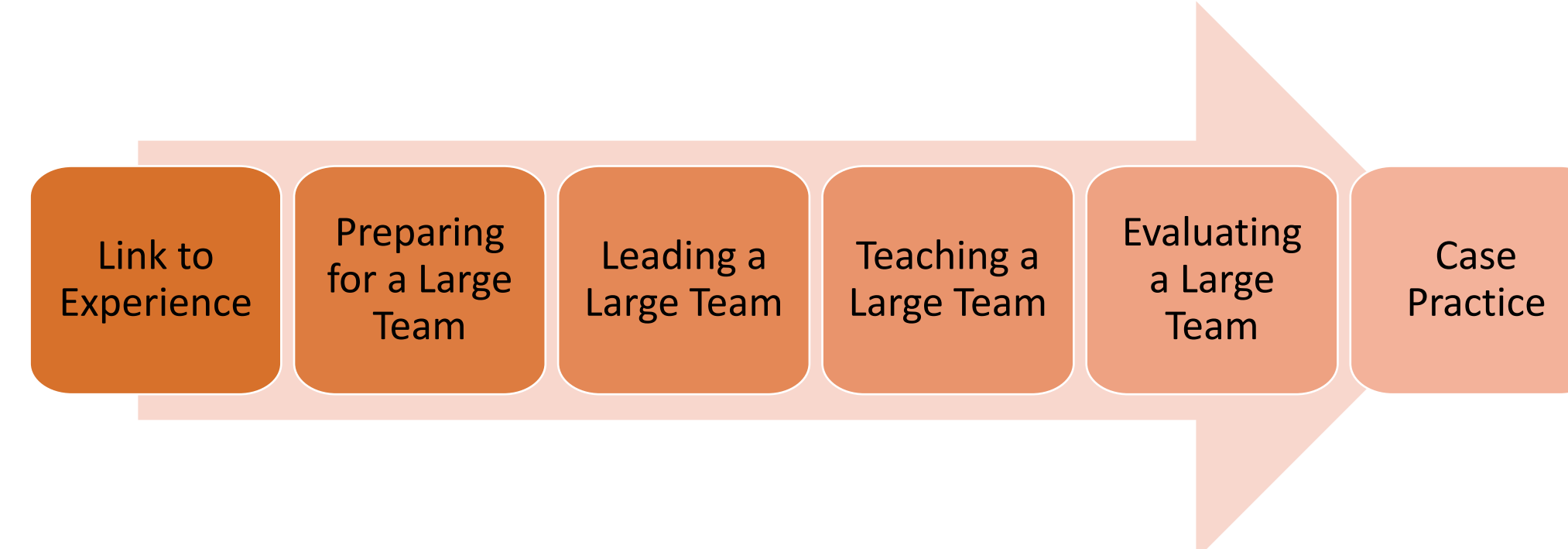


Figure 2: Outline of 60-90 minute workshop targeted for pediatric faculty who supervise teams of learners

- Using principles of Kolb's experiential learning model (Figure 3), we incorporated didactic teaching with self-reflection, large group discussions and small-group case practice

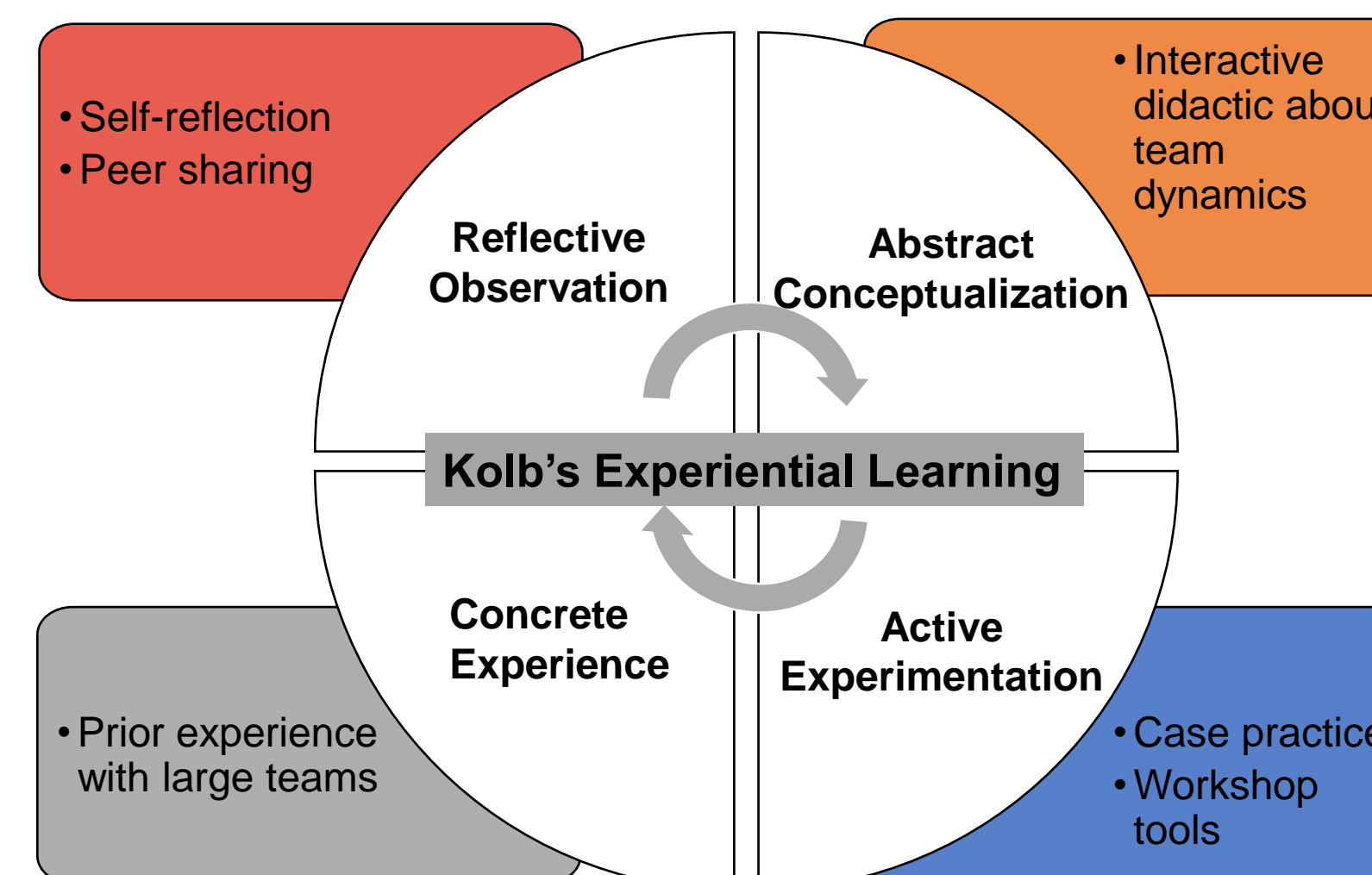


Figure 3: Learners integrate new knowledge with prior experience in a process that involves implementation and reflection of new experiences

- Post-workshop evaluation utilized
  - 5-point Likert-scale: to rate the workshop's effectiveness and applicability; this was analyzed via descriptive statistics
  - Open-ended responses: to describe strengths and opportunities for improvement; this was reviewed to identify recurring themes

## Results

- This workshop was presented three times at local, regional, and national medical education conferences to approximately 40 faculty participants between May 2021 and July 2022
- Participants rated the workshop favorably and all planned to use the material in their educational roles (Table 1)
- Comments were largely positive and highlighted the benefits of the session's interactive approach

## Results

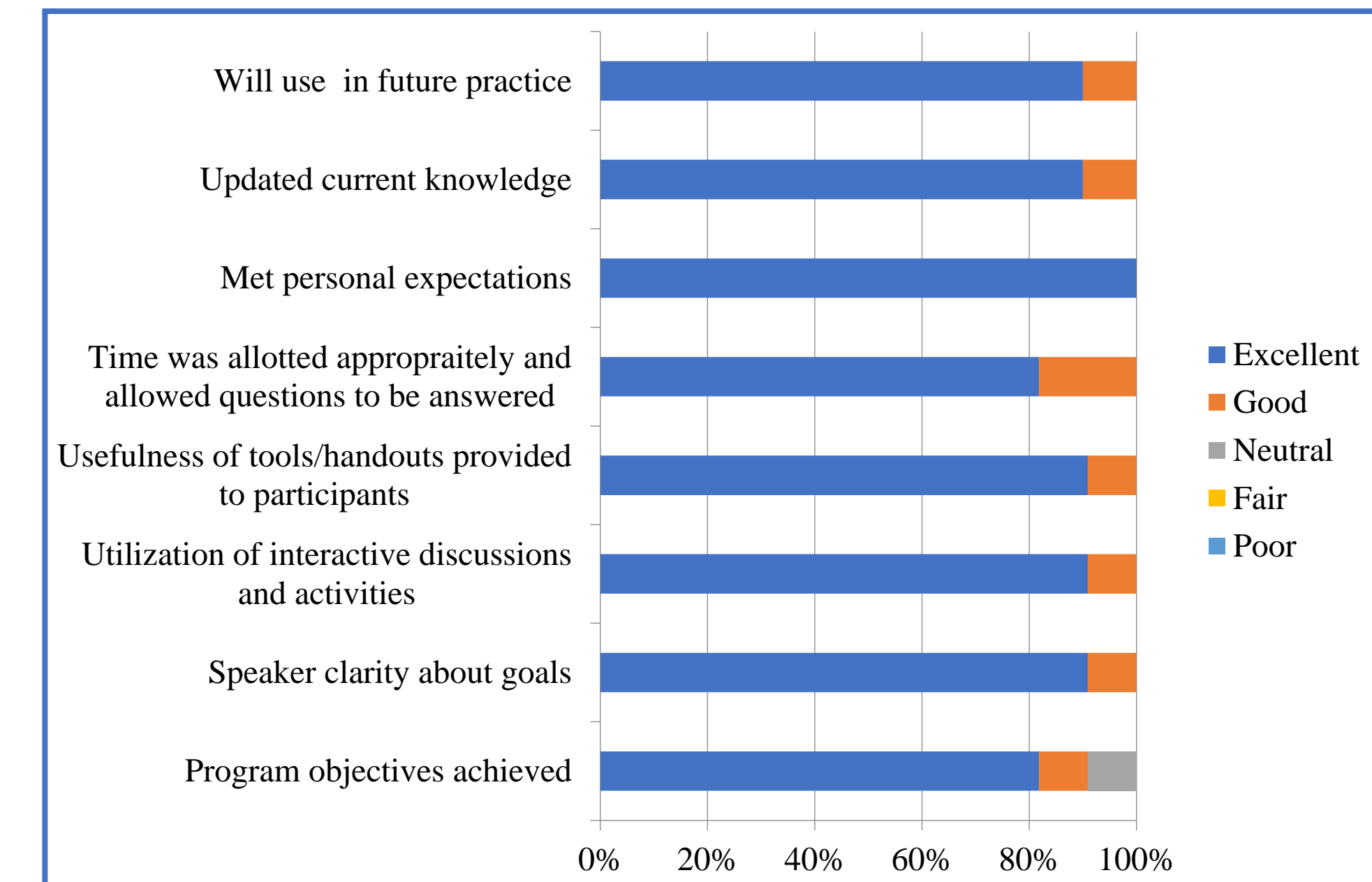


Table 1: Results of surveys from workshop participants (n=11)

## Conclusions

- This interactive workshop was well received and addresses a limitation of large team sizes by providing clinician educators with the tools to optimize their teams' dynamics
- Based on literature review, our curriculum is the first intervention of its kind to focus on optimizing team dynamics to meet clinical and educational goals

## Future Directions

- Continue to disseminate workshop to faculty and collect data from evaluations
- Explore resident satisfaction when working with faculty who have completed the training as compared to those faculty who have not

## References

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