

Specialized Individual Education
Robert Gaiser, M.D., M.S.Ed.
Professor and Chair
University of Kentucky

Olaf from *Frozen*: Some people are worth melting for

Chilkoti G, Mohta M, Wadhwa R, Saxena AK. Problem-based learning research in Anesthesia Teachings: Current status and future perspective. *Anesthesiol Research Practice* 2014;10:1

Problem-based learning is a student centered pedagogy in which students in small groups learn about a subject through the experience of problem solving. PBLs provide 1) structuring of knowledge for use in clinical context, 2) development of effective clinical reasoning process, 3) development of effective self-directed learning skills, and 4) increased motivation for learning.

Carrero E, Gomar C, Penzo W, Rull M. Comparison between lecture-based approach and case/problem-based learning discussion for teaching pre-anaesthetic assessment. *Eur J Anaesthesiol* 2007;24:1008
Problem-based learning improved clinical based reasoning. Education requires a great deal of planning, time, and resources. PBL has a greater requirement than lecture based.

Tetzlaff JE. Assessment of competency in Anesthesiology. *Anesthesiology* 2007;106:812

One of the best forms of assessment of an individual is mentorship. A trainee has a clinical experience, shares it with a senior physician, and receives feedback that leads to improvement.

Singh S, Pai DR, Sinha NK, Kaur A, Soe HHK, Barua A. Qualities of an effective teacher: What do medical teachers think? *BMC Medical Education* 2013;13:128.

While knowledge of the subject is generally ranked the highest for an effective teacher, it is important that the teacher: have leadership qualities, be enthusiastic and have passion, and be honest, moral, and ethical.

Scemama PH, Hull JW. Developing leaders in Anesthesiology. A Practical Framework. *Anesthesiology* 2012;117:651.

There is evidence that organizations that focus exclusively on cost reduction and efficiency during times of rapid change ultimately do not do as well. Anesthesiologists need to become agents of change who envision, lead, and implement changes that ultimately result in greater patient safety, better patient outcomes, and improved quality. Three themes emerge: self-awareness, creativity, and relationships. Creativity, the willingness to experiment, to break through barriers, and to be open to new ideas is a requisite requirement that requires nurturing in residents for them to develop into effective leaders.

Mets B. Leadership challenges in academic anesthesiology. *JEPM* 2005;7:1

The challenge for leadership in anesthesiologist lies in the development of future leaders. Leadership is about relationships. Core values that must be incorporated include respect, collegiality, integrity, and compassion.

Sachdeva AK. Continuing professional development in the Twenty-First Century. *JCEHP* 2016;36:S8.

Education program must be relevant to the professional practice of the physician. Preceptorship, proctoring, mentoring, and coaching are important in the development of the resident. Investment in the resident may have a major positive impact on health care through transformational changes in the performance of the resident who will continually learn, achieve, and impact future patient outcomes.

Dahlstrom J, Dorai-Raj A, McGill D, Owen C, Tymms K, Watson DAR. What motives senior clinicians to teach medical students? BMC Medical Education 2005;5:27.

The major factors driving teachers are: helping students become better doctors, enjoying the challenge of teaching, valuing the presentation of one's own specialty, enjoying small group teaching, feeling responsible for students, and wanting to understand students. Negative factors for teaching include lack of involvement in course design, lack of enjoyment in teaching, and clinical load deterring involvement in teaching.