

# **How to Be A Super Model!**

**Using Role Modeling to Become an  
Exemplary Educator**

# Disclosures:



# Objectives

**Describe the impact of role modeling in medical education**

**Discuss different opportunities to use role modeling as an educational method**

**Create strategies to integrate role modeling as an effective teaching method**

# **Agenda**

**Role Play**

**Reflect and Share in Pairs**

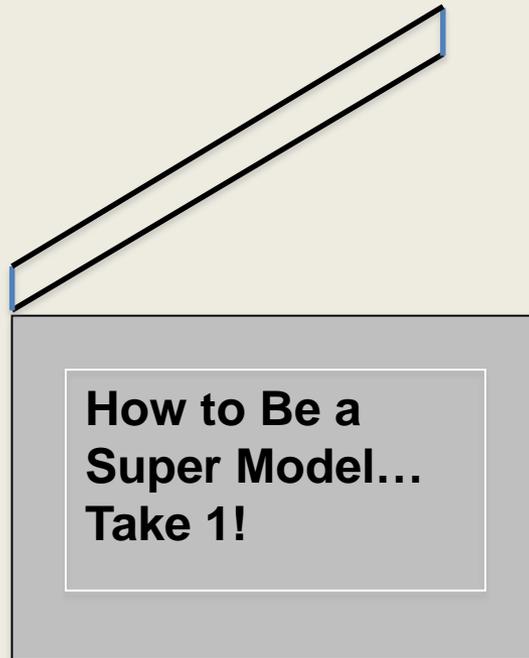
**Background building**

**Develop strategies**

**Share with the group**

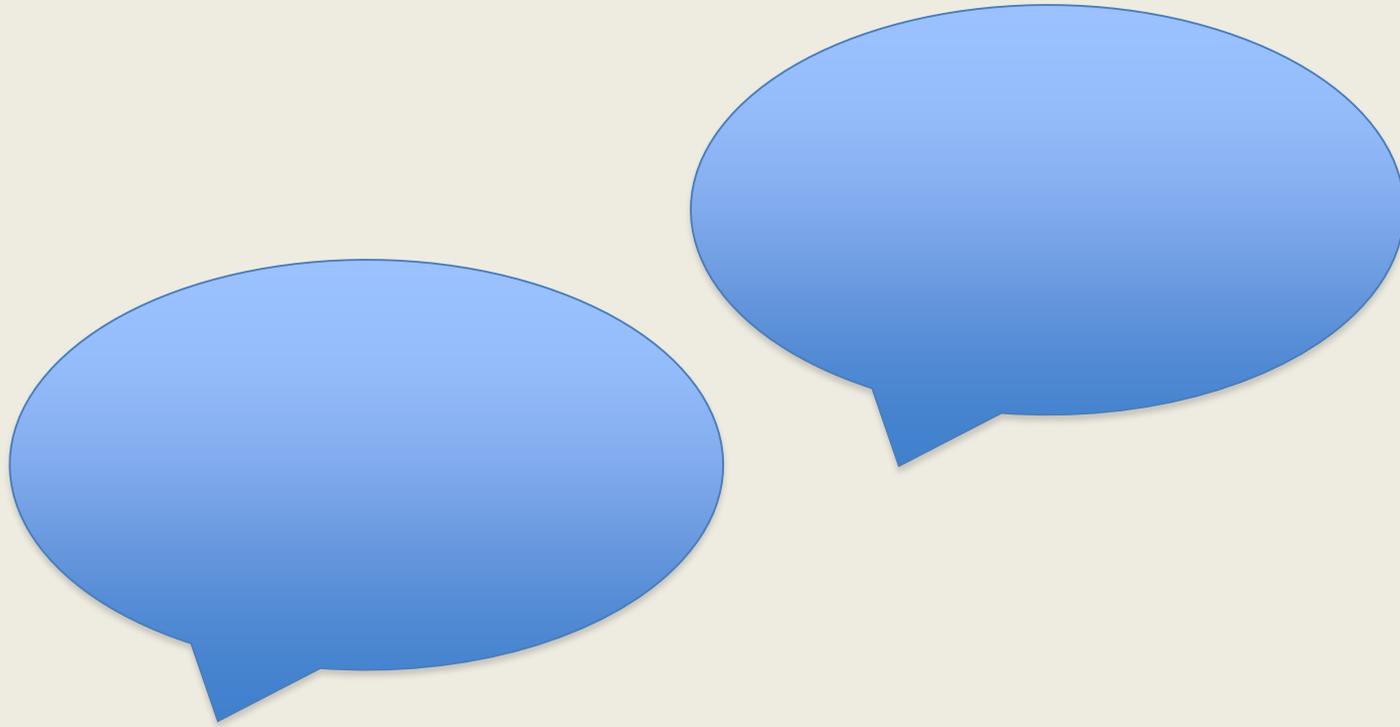
**Take home points**

# The scene...



**How did that go?**

**Talk amongst yourselves...**



# Reflecting on Role Modeling...

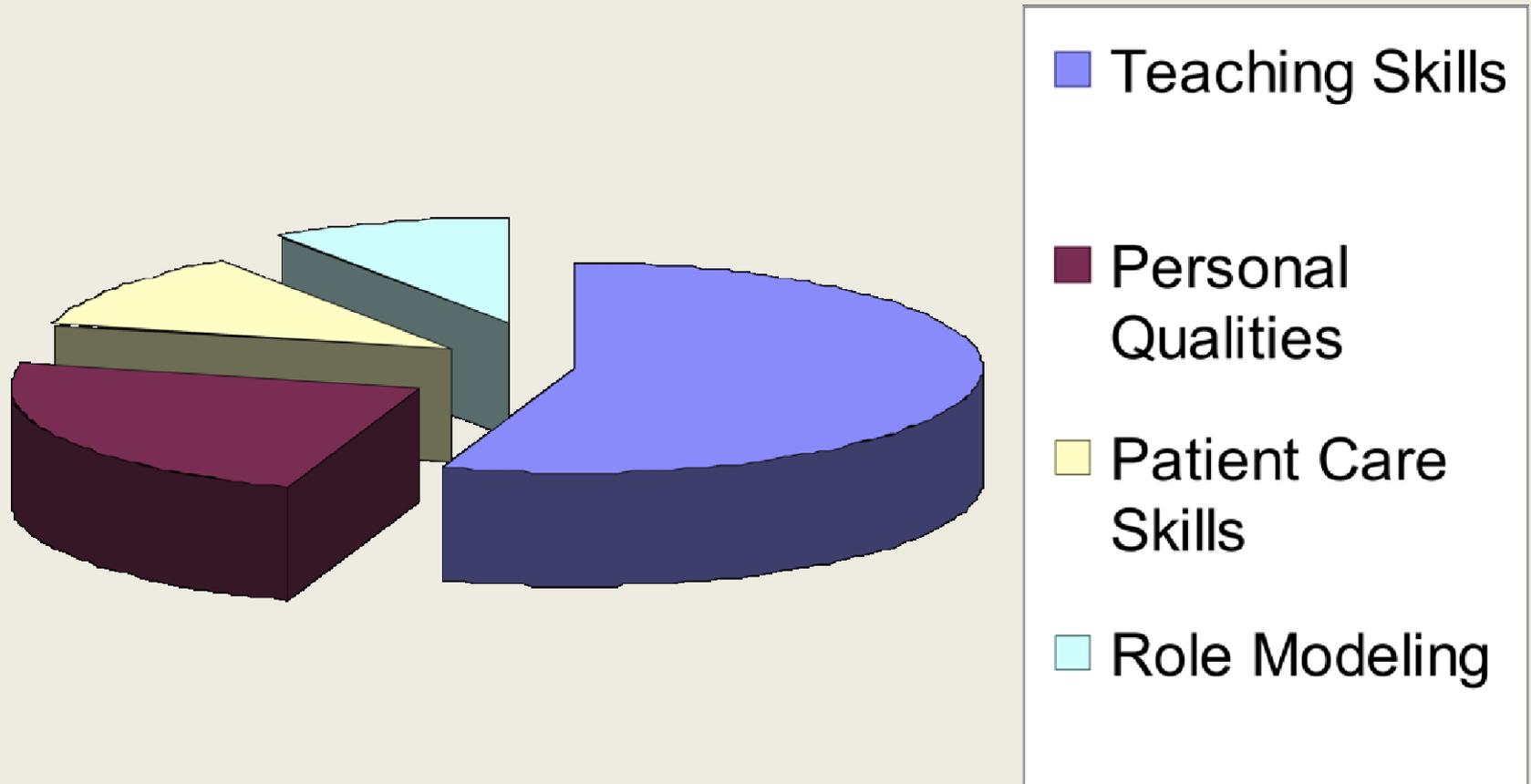
- 1) Do you equate excellent role modeling with excellent teaching? What are the differences between the two?**
- 2) Describe an example of a time when you felt as if your being a role model had a significant influence on the learner, either positively or negatively**
- 3) What aspects of your personality make you a good role model? What aspects of your personality hinder your ability to be a good role model?**

# **The Evidence Behind Role Modeling in Medical Education**

# The Need

- **Teachers are poor role models**
  - **<50% in one study were positive**
  - **50% of students in another had good role models**
  - **33% of residents thought same**

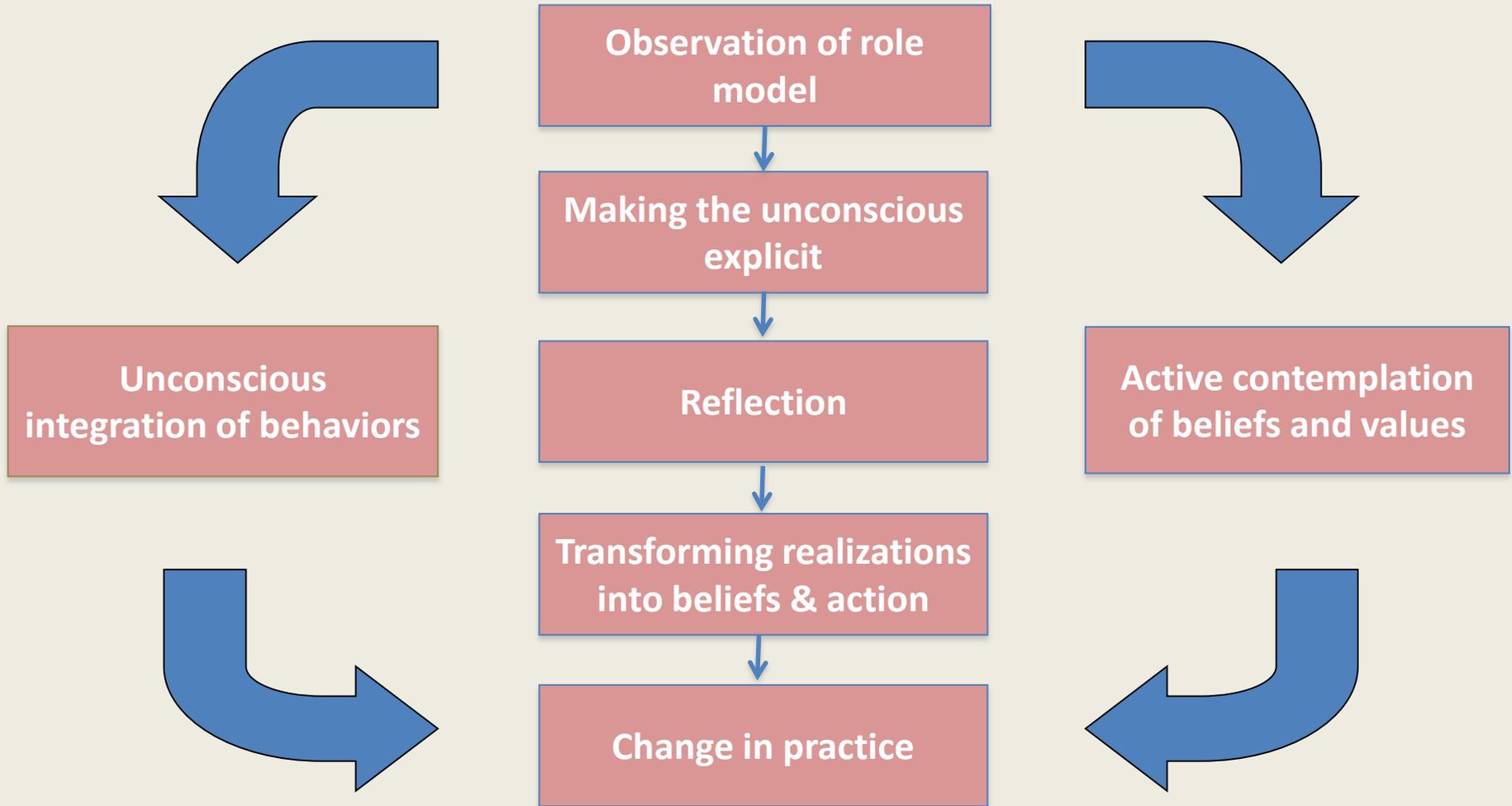
# Qualities of Exemplary Educators



# Role Modeling

*Active awareness of role modeling and being explicit  
in their process of thinking*

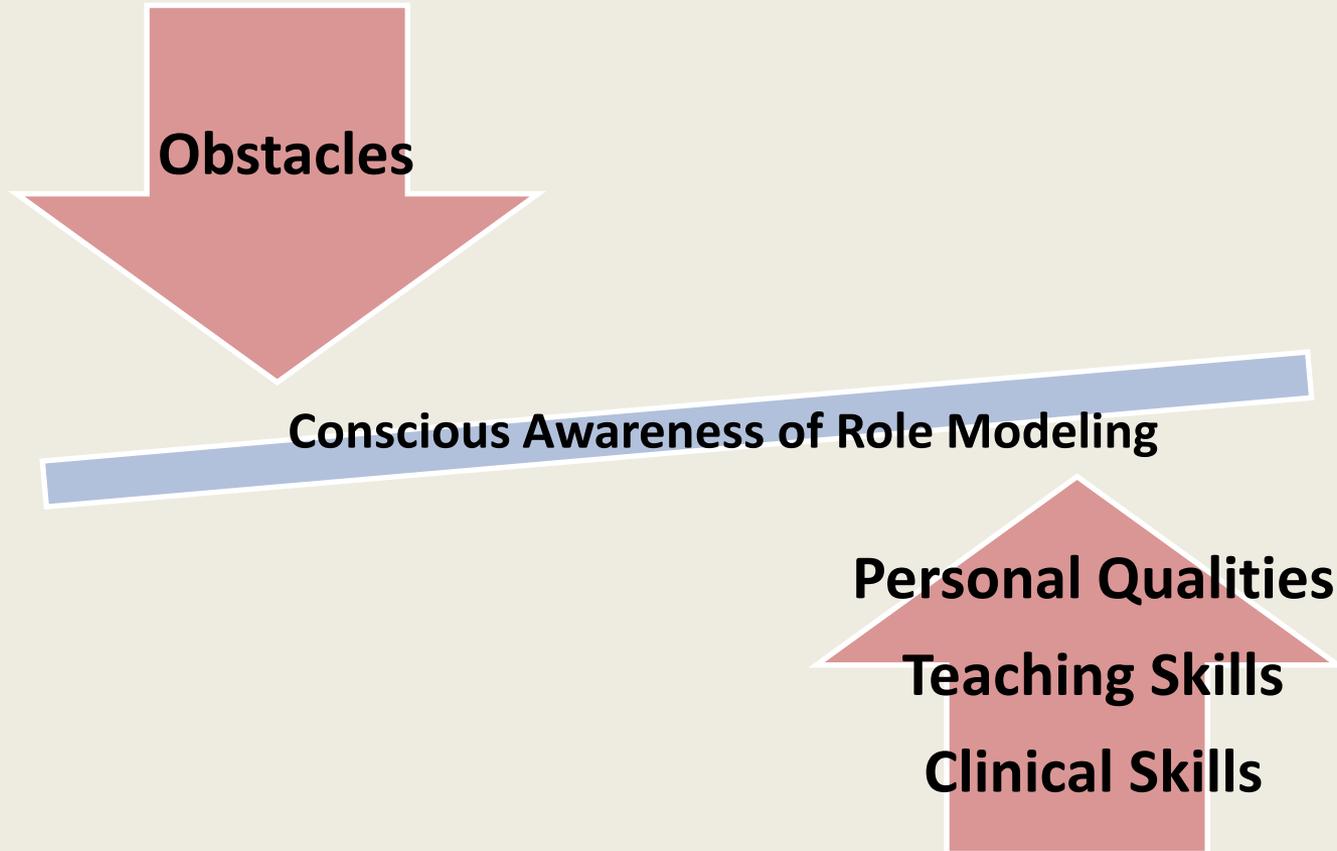
# Dynamic Process



Adapted from:

Cruess SR, Cruess RL, Steinert Y. Role modeling – making the most of a powerful teaching strategy. *BMJ*. 2008; 336:718-721

# Conceptual Model



Adapted from: Wright Sm, Carrese JA. Excellence in role modeling: insight and perspectives from the pros. *CMAJ*. 2002; 167:638-643.

# Personal Qualities

- **Commitment to excellence and growth**
- **Integrity**
- **Interpersonal skills**
- **Leadership**
- **Positive outlook**

# Teaching Skills

- **Establishing rapport with learners**
- **Developing specific teaching philosophies and methods**
- **Being committed to growth of learner**

# Barriers

- **Personal influences**
  - Awareness
  - Comfort
  - Reflection
- **Institutional**
  - Appreciation
  - Time
  - Reward
- **Personal behaviors**
  - Impatient
  - Too opinionated
  - Too quiet
  - Too busy

# Optimization Strategies

**Be aware**

**Facilitate reflection**

**Be explicit**

**Be positive**

# Optimization Strategies

**Be a competent physician**

**Take time to teach**

**Be student-centered**

# Optimization Strategies

**Dialogue with colleagues**

**Seek development opportunities**

**Improve the culture**

# **ROLE MODELING IN PRACTICE**

- **Identify 3 scenarios where trainees can observe you in action.**
- **What types of skills can you role model in these scenarios?**
- **How can you turn these situations into specific and tangible learning opportunities?**

# Barriers and Strategies

**There's No Time!**

**INCORPORATE ROLE MODELING INTO YOUR WORKFLOW**

**But I'm Not Perfect...**

**MORE OPPORTUNITIES TO HAVE THE TRAINEE REFLECT ON AREAS TO IMPROVE**

**What if they don't know I'm teaching?**

**MAKE IT ACTIVE: ASSIGN A TASK**

# Take Home Points

- **PREBRIEF** (Prime the learner about the skill, behavior, interaction they are about to observe or participate in as a learning moment)
- **ROLE MODEL** the skill or behavior
- **DEBRIEF** (Review the encounter, highlight learning points, seek feedback)

**THANK YOU**