

**COMMENTARY**

# Implementation of a pedagogical skills training programme in postgraduate medical education at Bangabandhu Sheikh Mujib Medical University: Lessons and outcomes



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Doctors need to learn how to teach, and residents can start developing this skill during their medical education. Teaching enhances communication with patients, junior residents, faculty, and peers. Medical residents who understand teaching and learning principles can become better learners. Medical residents should learn teaching skills, including professional values. Teaching skill is a crucial component of the medical education curriculum in Western countries. Literature suggests that residents allocate nearly 25% of their residency programmes to teaching, despite being inadequately trained for this role [1].

Universities across the globe strive to improve the teaching skills of residents, thereby enriching their educational journey and preparing them for the future. This initiative is not confined to developed nations; even developing countries such as Nigeria are incorporating medical residents into teaching positions to overcome resource limitations [2]. The duration, structure, and subject matter of these teaching programmes, nevertheless, exhibit significant variation [3]. There is unequal distribution of resources and expertise for instruction among residency programmes.

Bangabandhu Sheikh Mujib Medical University, the premier institution in Bangladesh for nurturing skilled healthcare professionals, is dedicated to providing quality medical education, research, and healthcare services. In 2009, the University introduced competency-based medical education for

postgraduate residents, featuring a 5-year training programme in clinical faculties (3-4 years for the Basic and Para-clinical Sciences) leads to the degrees MD/MS. This comprehensive programme is divided into two phases, namely Phase-A and Phase-B. Phase-A involves broad-based specialty training, while Phase-B focuses on in-depth, specialty-specific training, ensuring residents' competence and preparing them for specialty qualifications. As part of their Phase-B training, residents of Phase-B participated in a mandatory short course on the 'basics of medical education' that focused on pedagogical skill training of residents. The Division of Medical Education is responsible for this formal pedagogy skill training for the residents.

**Structure of the programme**

Postgraduate residents undergo a comprehensive one-month training in pedagogical skills, featuring interactive lectures conducted by qualified (MMed degree holders) internal and external faculty members. The course covers various topics of medical education, including the introduction to medical education, formulation of educational objectives, effective teaching and learning facilitation, curriculum planning and development, basics of communication, construction of lesson plans, small and large group teaching, bedside teaching, ambulatory care teaching preparation of instructional materials, principles of assessment, and the planning and execution of assessment tools such as written, structured oral examinations, and clinical

**Key messages**

Bangabandhu Sheikh Mujib Medical University incorporate training on teaching methods and assessment for residents to improve ethical, technical, and scientific knowledge. Including teaching training during residency can enhance clinical skills and patient care. It's important to accurately identify teaching abilities in medical residents and help them understand effective teaching methods. Existing efforts are not enough, and with more medical residency programmes, there's a need for qualified teachers.

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**Table 1** Percents of resident's feedback regarding the short course on basics of medical education (n=102)

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The course enhanced my knowledge of the subject matter	27	65	6	0	2
The course contents, modules and structure were relevant and beneficial	26	68	3	2	1
Instructors were engaging, supportive, easy to understand, and provide a clear instruction	46	46	15	0	3
I feel competent and confident on the on the subject matter at the end of the course	15	50	27	6	2
I would recommend this course to others	47	49	3	1	0

competency assessments like objective structured practical/clinical examinations, long cases, short cases, and portfolio assessments. Faculty members deliver 2-hour-long interactive lectures on these topics, and a formative assessment (objective types of written assessments) is conducted at the end of the placement.

The residents provided feedback on the course through a semi-structured questionnaire using a 5-point Likert scale. Approximately 84% expressed overall satisfaction. Moreover, around 92% of the residents agreed that the course enhanced their knowledge, making them competent and confident in the subject matter. They found the course content relevant and beneficial, and the instructors were noted as engaging, supportive, and providing clear instructions. Ninety six percent stated their intention to recommend this course to others (Table 1). Studies showed that the evaluation of the most programmes was very positive in terms of curriculum appreciation, learning outcomes and teaching behaviour [4, 5].

Although residents gave positive feedback, there were challenges—such as lack of time (added to their workload) and a shortage of skilled trainers. The institution should prioritize teaching skill training to develop competent doctors who can also train future doctors well.

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#### Conflict of interest

I do not have any conflict of interest.

#### Data availability statement

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#### Supplementary file

None

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