

## Tailor-made medical education

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**F**our months ago, I transitioned from being a senior medical student to a junior resident. In addition to the having the new prefix, there was the new and daunting responsibility of teaching and potentially mentoring younger students. Ironically, my meager level of seniority has placed me in a position to impart my burgeoning knowledge.

During my childhood and adolescence, my parents adamantly enforced educational undertakings during my half-hour commute to school. This meant I developed a peculiar ability to identify trees and flowers, do minute math, and recognize CBC radio hosts by their voices. While I don't think these skills had any real practical use, those car rides did enforce the value of lifelong learning.

The structure of McMaster University's medical school program has most certainly catered to my preference for informal, discussion-based teaching, as opposed to the more didactic pedagogy. On one occasion during clerkship, a preceptor began an informal teaching session by asking if I preferred visual, case-based, or lecture-based learning. This type of approach, tailored to one's own learning style, celebrates individuality and allows for nonjudgmental and effective teaching environments.

With regard to the specifics of surgical training, there is the added realm of procedural teaching, which brings with it a new set of challenges. As the off-service junior resident in the trauma bay last week, I was coached through my first chest tube insertion by a senior resident. We finished the procedure and he said, "The old mantra of 'see one, do one, teach one' is so antiquated. The new expression should be, 'watch a YouTube video, do one, teach one.'" As residency programs evolve to incorporate more and more simulation teaching, this statement seemed quite insightful and a propos.

I will conclude by stating I certainly have no expertise in medical teaching psychology, philosophy, or methods. I am fortunate to be starting my residency during the transition to a competency-based curriculum. Although the change may bring with it challenges and obstacles, I am confident it will enhance our experience as both learners and teachers.

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