

Residents As Teachers

"To teach is to learn twice."



Compliments of CORE Faculty Development

Learning Objectives

- Discuss the importance of teaching skills for residents.
- Describe the characteristics of effective teachers.
- Identify the different components of effective clinical teaching.
- Discuss different methods of teaching that residents participate in.

Why are Teaching Skills Important for Residents?

- Residents do a lot of teaching.
- Developing teaching skills is the best way for residents to learn. In the act of teaching medical students and other residents, residents will learn a lot in the process.

Characteristics of Effective Teachers

- Communicates expectations
- Enthusiastic
- Interested in learner
- Friendly
- Provides organized learning materials
- Accessible
- Encourages active participation

Characteristics of Effective Teachers

- Questions in non-threatening manner
- Encourages problem solving
- Knows subject
- Provides clear explanation
- Provides time for discussion
- Directs useful literature/resources
- Follows up on assignment

Characteristics of Effective Teachers

- Provides effective feedback
- Corrects without belittling
- Self-critical
- Not arrogant
- Aware of self as role model
- As a role model: what do you want learners to model from you?

Components of Effective Clinical Teaching

- Orientation
- Setting learning objectives
- Contracting with learner
- Observation
- Asking questions as a teaching strategy
- Encouraging self-assessment and reflection
- Providing feedback
- Evaluation

Orientation

As a learner, what have your experiences been relative to receiving an orientation at the beginning of a rotation?



Orientation

- Why is the orientation at the beginning of a clerkship/rotation important?
- What should be included in an orientation?

Orientation

- Components of an orientation
 - Review of objectives
 - Learner's background and interests
 - What learner would like to achieve
 - Review of the structure of the clerkship/rotation
 - Feedback and evaluation expectations
 - Do's and don'ts

Orientation

- Learner's comments:
 - "Excellent orientation, felt welcomed, provided with book of reading assignments, call schedule, expectations made clear, etc."

Setting Learning Objectives

- Definition
 - A learning objective is a statement that describes in specific and measurable terms what the learner will accomplish relative to knowledge, skills, and attitudes.
- Examples
 - Learner will be able to:
 - › List the three most frequent causes of headache in geriatric patients.
 - › Design a treatment plan for an elderly person with Type II Diabetes.

Setting Learning Objectives

- Purposes of Objectives
 - Guide for the teacher
 - Guide for the learner
 - Basis for dialogue
 - Makes curriculum explicit
 - Makes curriculum analysis possible

Setting Learning Objectives

- Where do objectives come from?
 - Institution
 - Teacher
 - Learner

Contracting with Learner

- Definition
 - Contracting is an agreement between teacher and learner.
- Purpose
 - Clarification
 - Efficient teaching/learning
 - Avoids problem situations



Contracting with Learner

- Example
 - Physician says “John, you have observed now for a couple of days. I want you to perform a recheck prenatal exam on each patient we see. I will introduce you to the patient and explain that you will do the tummy check exam. I will simply stand back and observe as you do the exam. When you finish, I will take over. I will give you feedback at the end of the day. How does this sound?”

Contracting with Learner

- Learner says “Fine, but I have trouble telling the height of the uterus. Can you help me with that part?”
- Physician says “No problem. You listen to the heart sounds and watch me measure the first three. Then you try it on the fourth patient.”

Observation

“Observation is the currency of feedback.”

Observation

- Why Observe?
 - Self reports can be inaccurate
 - Self reports can be incomplete
 - Learners can continue to do something wrong repeatedly
 - Feedback can be more meaningful if based on direct observation
 - Learners with serious problems may slip through

Observation

Muslin & colleagues videotaped 26 students interviewing patients during a psychiatric clerkship. Students then reported on these interviews to their supervisors. In 54% of the reports there was a discrepancy between what actually happened in the interview and what was reported to the supervisor.

Muslin, H.T. et. al. (1981). The fate of the clinical interview: an observational study. *Am J Psychiatry*, 138:822-825.

Observation

- Many studies have documented that trainees are rarely observed in the clinical setting.
 - Hinz, 1966
 - Engel, 1976
 - Wiener & Nathanson, 1976
 - Eichna, 1980
 - Jason & Westberg, 1982
 - Stillman et. al., 1991
 - Wray, M.P., & Friedland, J.A. (1983). Detection and correction of house staff error in physical diagnosis. *JAMA*, 249:1035-10317.

Observation

- Behaviors/Events to Observe
 - Specific parts of patient encounter
 - › Greeting of patient
 - › Introduction of self to patient
 - › Putting patient at ease
 - › Elicitation of chief complaint
 - › Taking the history

Observation

- Behaviors/Events to Observe
 - Specific parts of patient encounter
 - › PE
 - › Responding to patient issues
 - › Active listening
 - › Explanation of treatment/management
 - › Body language
 - › Closure

Observation

- Observation Strategies
 - SOAP Observation Note
 - Checklist
 - Videotape
 - Audiotape

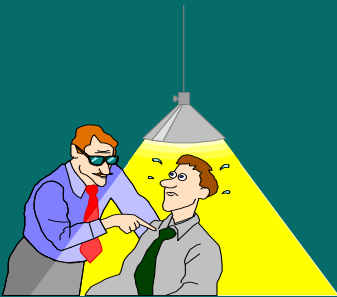
Observation

- S = situation
- O = what observed
- A = your assessment
- P = plans for what learner should do to improve

Observation

- Observation is more likely to be accepted by learner if collaborative atmosphere is established.
- Prepare learner for observation.
- Maintain nonjudgmental attitude.
- Record observations ASAP.
- Be systematic.

Asking Questions



Asking Questions

- Purposes
 - Diagnose level of understanding
 - Find strengths and weaknesses
 - Stimulate interest
 - Assess learner relative to objectives
 - Facilitate clinical reasoning

Asking Questions

- Levels/Types
 - Closed
 - › Is the biceps femorous smooth or striated muscle?
 - › What medications is this patient on?
 - Open
 - › What is the significance and likely cause of a serum sodium of 160 mg% in this (nursing home patient)?

Asking Questions

- Questioning Strategies
 - Wait-time
 - Use probing questions
 - Carefully phrase questions
 - Use mixture of open and closed

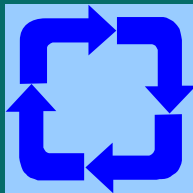
Asking Questions

- Learners' comments:
 - “Good teacher - asked questions daily.”
 - “Dr. ___ does a great job of teaching and asking questions.”
 - “Asks a lot of questions in order to teach. I find this method effective. However, others may not.”
 - “Dr. ___ taught more by asking questions, but still very effective.”
 - “He asks a lot of questions encouraging us to think.”

Encourage Self-Assessment and Reflection

- How do you encourage self-assessment and reflection?

Providing Feedback



Providing Feedback

- Definition
 - Information learners use to make adjustments
 - Information describing a learner's behavior
 - Information a learner uses for guidance toward the accomplishment of a set of learning objectives

Providing Feedback

- Characteristics of good feedback
 - Specific
 - Focus on behavior
 - Small amounts
 - Well timed
 - Focus on things that can be changed
 - Positive before criticism
 - Validate
 - Allow self-critique

Providing Feedback

- Learners' comments:
 - “She gave excellent directions and constructive criticism and positive feedback when you improved.”
 - “Her feedback was honest and helpful.”
 - “Excellent teacher. Gave feedback on the spot.”

Evaluation

- Evaluation can be seen as a way of making a decision about the value of something or some systematically organized data. Literally, the term means to determine or judge the value or worth of something or someone.

Evaluation

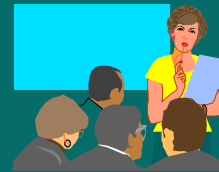
- **Purposes**
 - Identify learner strength and weakness
 - Determine competence
 - Provide information to outside institution
 - Legal documentation
 - Accreditation

Evaluation

- **Different Types of Evaluation**
 - Direct observation
 - Videotape and audiotape review
 - Written record
 - Activity log
 - Written exam (open or closed)
 - Oral exam

Methods of Teaching for Residents*

- Lecture
- Grand Rounds
- Seminars and Journal Clubs
- Teaching Rounds and Morning Report
- Bedside Teaching



*Schwenk and Whitman, 1984

Methods of Teaching (Lecture)

“The lecture is the major medium of instruction in higher education and thus the most abused.”



Methods of Teaching (Lecture)

- **Principles**
 - Attract and maintain attention.
 - Make only one or two major points.
 - Make the organization clear.
 - Use AV aids that help, not hinder.
 - Use a conversational speaking manner.

Methods of Teaching (Grand Rounds)

“Nothing is worse than a poor grand rounds, disorganized and badly delivered, but nothing is more effective than a good grand rounds, combining substance with showmanship. Although in disrepute in some circles, grand rounds is still one of the best means of conveying basic information and of analyzing, integrating, and synthesizing complex materials.”
(Schwenk and Whitman, 1984)

Methods of Teaching (Grand Rounds)

- Principles:
 - Select a case which is important (focused on a specific patient case that is topical, interesting, and challenging).
 - Select a speaker who is knowledgeable and interesting.
 - Orient speakers to discuss, not lecture.
 - Present sufficient data to identify, but not solve problems.
 - Elicit audience participation.

Methods of Teaching (Seminars and Journal Clubs)

- Principles:
 - Prepare for the group discussion.
 - Set “ground rules” for the group process.
 - Encourage participation.
 - Deal appropriately and constructively with difficult situations.
 - Bring to closure both the group process and the learning objectives.

Methods of Teaching (Teaching Rounds and Morning Report)

- Principles:
 - Establish an efficient format that satisfies time constraints.
 - Work to prevent dominance of the discussion by yourself or others.
 - Use open-ended, divergent questioning techniques as the dominant mode of teaching.
 - Promote the ability of clinical problem solving as a goal.
 - Bring closure to both patient management issues and the teaching process.

Methods of Teaching (Bedside Teaching)

- Principles:
 - Base all teaching on data generated by or about the patient.
 - Conduct bedside rounds and teaching in the presence of the patient with respect for the patient’s comfort and dignity.
 - Use a specific set of case-based, problem-oriented teaching skills, analogous to clinical reasoning skills.
 - Teach psychomotor skills with a competency-based “see one”, “do one”, “do one more” model.
 - Give feedback on current performance to improve future performance.



Residents As Teachers

- What did we learn?
 - Teaching skills are important for residents to possess.
 - There are several characteristics of effective teachers.
 - There are several components of effective clinical teaching.
 - There are different methods of teaching that residents participate in.

References

- Schwenk, T. & Whitman, N. (1984). *Residents as teachers: a guide to educational practice*. Salt Lake City, Utah: University of Utah School of Medicine.
- Westberg, J. & Jason, H. (1993). *Collaborative clinical education*. New York: Springer Publishing Company.