

Confessions of a teaching fellow

Susie St Louis
Emergency
Medicine Registrar



Why?

- Otto von Bismarck remarked that 'A fool learns from his own mistakes, yet a wise man learns from the mistakes of others'

What?

- Consider challenges when teaching in the clinical environment
- Share some of my mistakes
- Some practical suggestions to improve your teaching

What challenges do you face when delivering teaching?

#1

#2

#3

What challenges do you face when delivering teaching?

Time

**Student
Stage?**

Workload

**Mixed groups
of students**

Curriculum?



BEFORE

DURING

AFTER

What steps can we take to maximise the efficiency of our teaching?

Four Steps to Maximising Teaching Efficiency



“Priming”

**“Role-
modelling”**

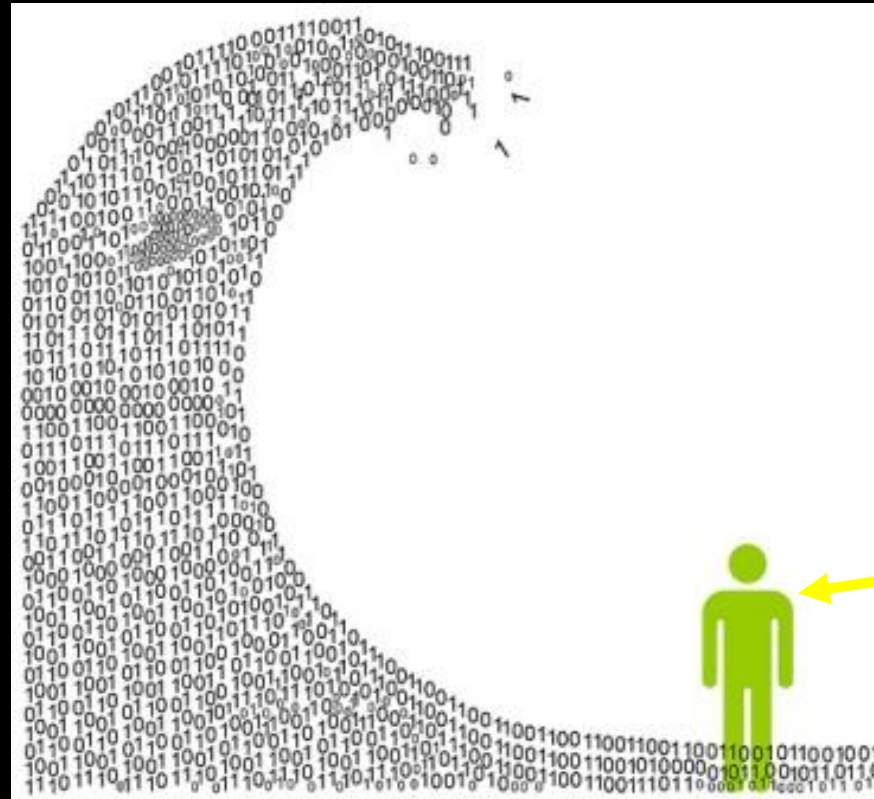
**“Micro-
teaching”**

“Thinking aloud”

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Failure to Appreciate 'Information Overload'

History, examination,
charts, medications,
team interactions,
communication skills,
curriculum outcomes, log
book, "could it be on the
exam?"



Student

Priming

- General to the environment
 - Orientate and familiarise
 - Ask the learner to identify a couple of specific learning objectives
- Specific to the case
 - “Watch me doing X and lets discuss it after”
 - “With that presenting complaint I’m worried about condition Y; I want you to look for the clues in the history and examination”
- Multiple students?
 - Assign roles

ROLE-MODELLING

Role-Modelling

- This happens whether you:
 - Are aware of it or not
 - Like it or not
 - Are a positive or a negative role model!
- It is **hugely** powerful...
 - ...so try and tap into it

Role-Modelling: Examples

- Challenging communication
 - Breaking bad news
 - Confrontation
- Multi-disciplinary team working
 - Acknowledging expertise, e.g.
 - Nurse Specialists
- **‘Reflection in action’**

MICRO-TEACHING

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The Guessing Game TM

- e.g. “So what one thing did the patient say that worries me?”
 - “Guess what’s in my head”...
 - “It’s good but it’s not right”...
 - Frustration builds for both...
 - Descends into a mini-lecture...

Micro-teaching

- Revisit the topic area you primed
- Employ the one minute preceptor
 - <http://goo.gl/jKNzLM> [case sensitive]

GET A COMMITMENT

- Ask: "What do you think is going on [with the patient]?"
- Provides assessment of student's knowledge/skill, teaches interpretation of data

PROBE FOR SUPPORTING EVIDENCE

- Ask: "What led you to this conclusion?" or "What else did you consider?"
- Reveals student's thought process and identifies knowledge gaps

TEACH GENERAL RULES

- Say: "When you see this, always consider..."
- Offers 'pearls' which can be remembered

REINFORCE WHAT WAS DONE RIGHT

- Say: "You did an excellent job of..."
- Offer positive reinforcement

CORRECT MISTAKES

- Say: "Next time, try to consider this..."
- Comment on omissions and misunderstandings to correct errors in judgment or action.

- “Take home” message **NOT** “Give home” message
- The dreaded “question I can’t answer”...

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The Cop Out TM

- “Why don’t you look that up for next time?”
 - Will there definitely be a next time?
 - ‘Pavlovian Students’

[Ask a question → get more work → don’t ask any more questions]

The Fob Off TM

- “That’s not really relevant in clinical practice”
 - Missed opportunity for positive role-modelling

THINKING ALOUD

Making the implicit, explicit

Thinking Aloud

- Showing your working
 - “I’m doing X because of Y”
 - “Because of A I’m worried about B”
- ‘Reflection in action’
 - “Talking to confused patients can be tricky. Did you see how speaking to a relative gave me vital collateral information?”

Solve for x

$$\begin{array}{rcl} 2(x+5) & = & -3x-6 \\ 2x+10 & = & -3x-6 \\ +3x & & +3x \\ \hline 5x+10 & = & -6 \\ -10 & = & -10 \\ \hline 5x & = & -16 \\ x & = & -\frac{16}{5} \end{array}$$

Good Work

**TAKE HOME
MESSAGES**

Summing Up

- Time is commonly a barrier to teaching delivery in the workplace
- 4 top tips for improving the efficiency of your teaching:
 - Priming
 - Role-modelling
 - Micro-teaching
 - Thinking Aloud

Some Further Reading

- Ramani, S. Twelve Tips to Improve Bedside Teaching. Medical Teacher. 2003
– <http://goo.gl/AO4dOq>
- Rencic, J. Resident as Teacher: Tips to Improve Teaching During New Patient Admissions. Seminars in Med Practice. 2009
– <http://goo.gl/By7PyY>
- Fisher, J. Smith, S. Confessions of a clinical teaching fellow. Clinical teacher. Volume 13. Issue 2. April 2016.



Questions?

susiestlouis@gmail.com

@weesmithy99

twitter 