

Teaching Strategies

Build relationships! Set GOALS!
Have clear expectations!

Adult learners...

- Need rationale
- Need the information to be immediately relevant
- Learn best by building connections

Goal Setting

When: First day meeting students

Benefit to learners:

- ✓ Know what is expected of them
- ✓ Know where they should end up

Benefit to YOU:

- ✓ Direction for what to teach
- ✓ Give feedback and evaluate students based off of progress towards meeting goals
- ✓ Align goals to benefit the workflow and learning of the whole team

How: Share specific and concrete goals you have for learners and their relevance. Consider how learner goals can best align with the goals of the rest of the team.

L establish yourself as a Leader

E stablish clear Expectations for students

A ssess and plan for meeting student goals

D evelop a plan for feedback

Focusing Encounters

Benefit to learners:

- ✓ Helps narrow focus to avoid lengthy H&Ps
- ✓ Prepares the mind for the task at hand

When: One-to-one in outpatient setting; when there's time to discuss cases prior to rounds

Priming

Think prospectively about will be encountered

How: Orient the learner to the patient and tasks at hand.

50 yo here for annual exam. "What are key screening concerns to address?"

11 yo c/o wheezing. "What are important causes of wheezing? How will you differentiate them based on history and exam? What exam parts need to occur if he/she is symptomatic?"

Framing

How: Give a specific tasks to be accomplished in a specified amount of time.

"I'd like you to spend 10 minutes on the history and spend 5 minutes on a focused physical exam, then come and find me."

Think out loud

What: Making thought processes and clinical reasoning behind decisions and behaviors explicit to learners

When: You are presented with a clinical scenario in front of learners (e.g., on rounds, in the workroom) that requires you to compare options to lead to a diagnostic or treatment decision

How: As you are contemplating a decision in your head and weighing options silently, instead talk through the reasoning process.

Extending the case: Teaches the learner how to anticipate the course of the disease or general principles when the context changes

"What if he were 60 instead of 20?"

"What if the creatinine were 3 instead of 1?"

Modeling

What: Clear illustration of a pattern to be adopted or imitated

When: Most pressed for time; clinical encounter is too complex for the learner

- ✓ **Pre-brief** the learner about the skill, behavior, or interaction they are about to observe in as a learning moment.
- ✓ **Model** the skill, behavior, or interaction.
- ✓ **Debrief** the encounter, highlight learning points, and seek feedback.

"I want you to notice how I approach the neurological exam in a child."

"Pay attention to how I screen for IPV."

"I'd like you to observe how I share bad news."

Debriefing

What: A continuous learning process, designed for adaptation and embedded evolution of ideas, techniques, and knowledge.

When: Any regularly scheduled time/place (daily, monthly, weekly); should come to be part of the workflow.

How:

- ✓ **Set the Tone:** As learning is the primary objective, any judgement or hierarchal standing should be suspended in the debrief space.
- ✓ ***Review 4 questions*:** What was trying to be done? Where did this succeed/fail short? What was the root cause of this result? What can be changed, started, or eliminated moving forward?
- ✓ **Recap:** State and continuously revisit learning points from the debrief.

Teaching Toolkit References

This material was adapted from the following publicly available educational resources:

1. Palamara K, Ray A. Tips and tricks of effective feedback. In: Palamara, K, Ray, A. Resident-as-teacher workshop. *MedEdPORTAL*. 2014;10:9673. doi: 10.15766/mep_2374-8265.9673.
2. Coplit L, Meah Y, Simon T. Setting goals and expectations. In: Coplit L, Meah Y, Simon T. *Teacher's Guide: Resident Teaching Development Program*. New York: Mount Sinai School of Medicine; 2004. <https://icahn.mssm.edu/research/ime/resources>. Accessed March 28, 2020.
3. Coplit L, Meah Y, Simon T. Feedback. In: Coplit L, Meah Y, Simon T. *Teacher's Guide: Resident Teaching Development Program*. New York: Mount Sinai School of Medicine; 2004. <https://icahn.mssm.edu/research/ime/resources>. Accessed March 28, 2020.
4. Bhansali P, Singhal G, Held M, Fromme H. How to be a super model: Using role modeling to become an exemplary educator. *MedEdPORTAL*. 2014;10:9899. doi: 10.15766/mep_2374-8265.9899
5. Shipley S, Ruddy M. STFM Faculty for Tomorrow Resident as Educators curriculum: FEEDBACK. Society of Teachers of Family Medicine Residents as Educators website. <https://www.stfm.org/teachingresources/curriculum/residentsaseducatorscurriculum/overview/>. Accessed March 28, 2020.
6. Shipley S, Ruddy M. STFM Faculty for Tomorrow Resident as Educators curriculum: TEACHING. Society of Teachers of Family Medicine Residents as Educators website. <https://www.stfm.org/teachingresources/curriculum/residentsaseducatorscurriculum/overview/>. Accessed March 28, 2020.
7. Harrell H. Feedback on the fly. In: Harrell H, Wipf J, Aronowitz P, et al. Resident as teacher curriculum. *MedEdPORTAL*. 2015;11:10001. doi: 10.15766/mep_2374-8265.10001.
8. Wipf J, Aronowitz P. Intern as teacher: Residents as teacher task force module. In: Harrell H, Wipf J, Aronowitz P, et al. Resident as teacher curriculum. *MedEdPORTAL*. 2015;11:10001. doi: 10.15766/mep_2374-8265.10001.
9. Leadership and organization workshop. In: American Academy of Pediatrics. Residents as Teachers. <https://www.downstate.edu/peds/pdf/ResidentsTeachersAAPGuide.pdf>. Accessed March 28, 2020.
10. Teaching workshop. In: American Academy of Pediatrics. Residents as Teachers. <https://www.downstate.edu/peds/pdf/ResidentsTeachersAAPGuide.pdf>. Accessed March 28, 2020.
11. Sundheim, D. Debriefing: A simple tool to help your team tackle tough problems. *Harvard Business Review*. July 02, 2015. <https://hbr.org/2015/07/debriefing-a-simple-tool-to-help-your-team-tackle-tough-problems>. Accessed March 28, 2020.