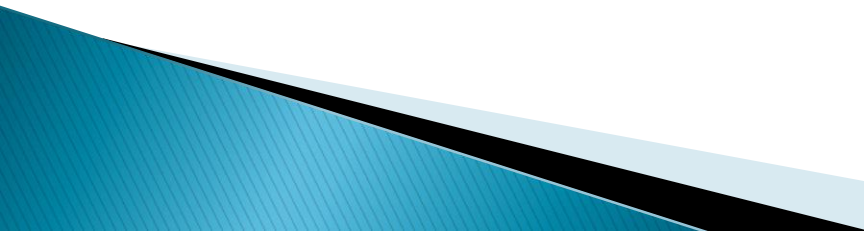# Experiential Learning

Adding Significance *"From Teaching to Learning"*

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North Shore LIJ

HOFSTRA NORTH SHORE-LIJ
SCHOOL *of* MEDICINE
AT HOFSTRA UNIVERSITY

Objectives

▸ Review role as a clinical teacher

▸ Describe and demonstrate office based skills–
  ◦ One Minute Preceptor &SNAPPS

▸ Review higher–order questioning as teaching technique

▸ Introduce RIME as an assessment tool

Teacher Characteristics

▶ Complete Exercise
- ◦ Check or circle 20 words to describe your preferred teaching style

- ◦ Draw a horizontal line across the row under the words
  - • organizes, inquires, manages, facilitates

- ◦ Count the number of selected words in each group

- ◦ Which has the most? Which the least?

LEARNING CLIMATE

TEACHER ⟷ LEARNER

CURRICULUM

EVALUATION   ASSESSMENT

FEEDBACK
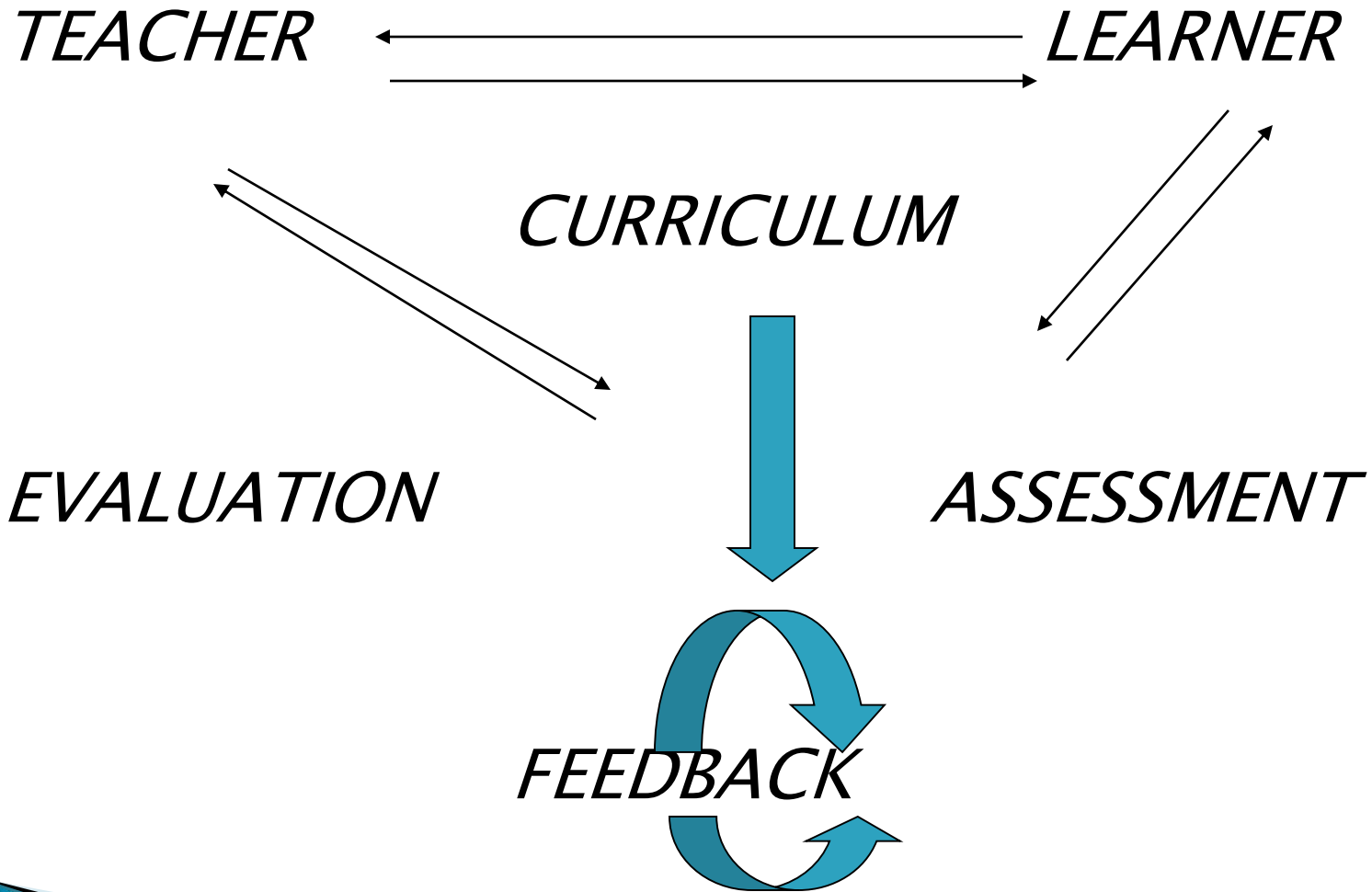
What is Your Role as a Teacher?
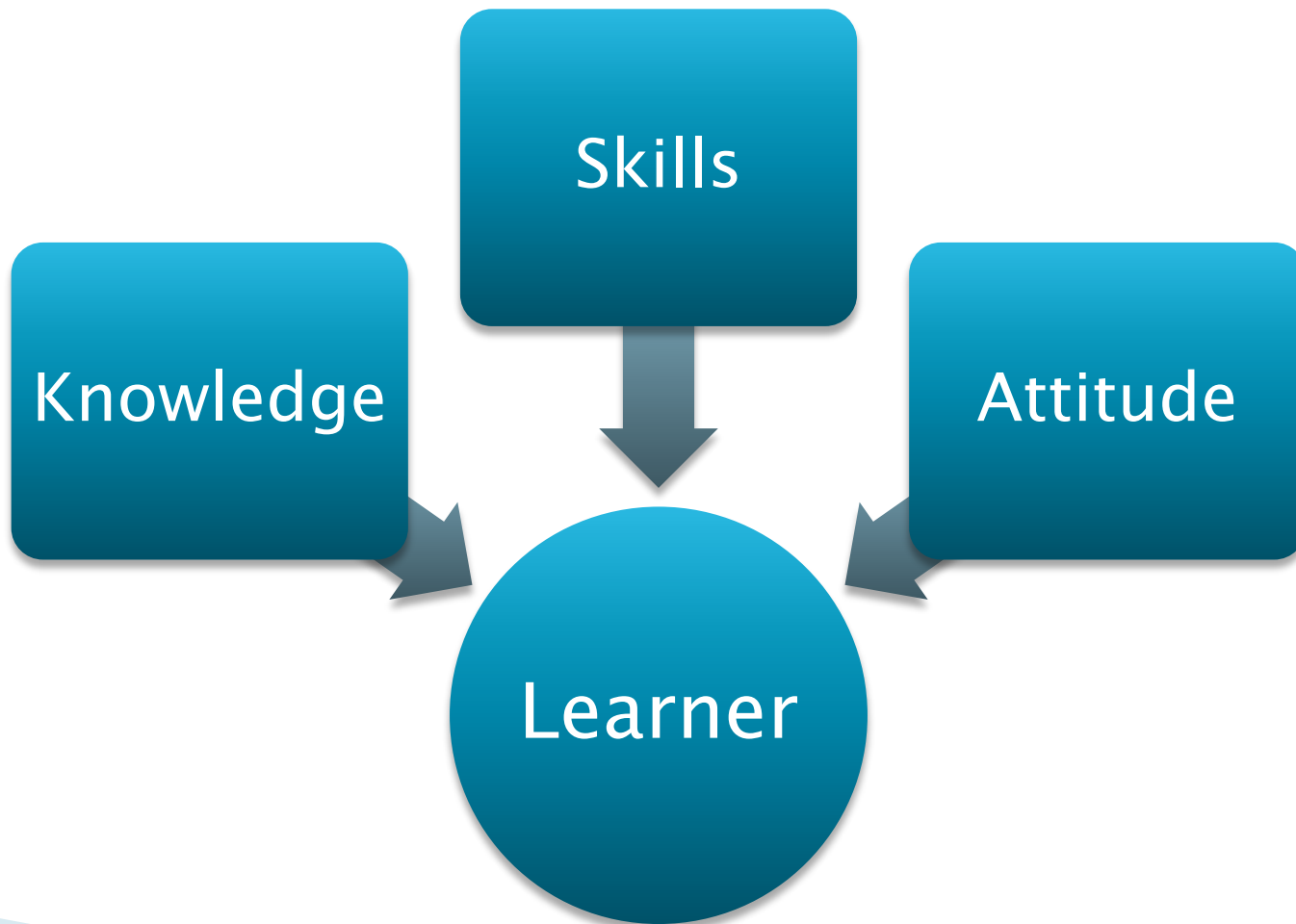
The Big Clinical Education Picture

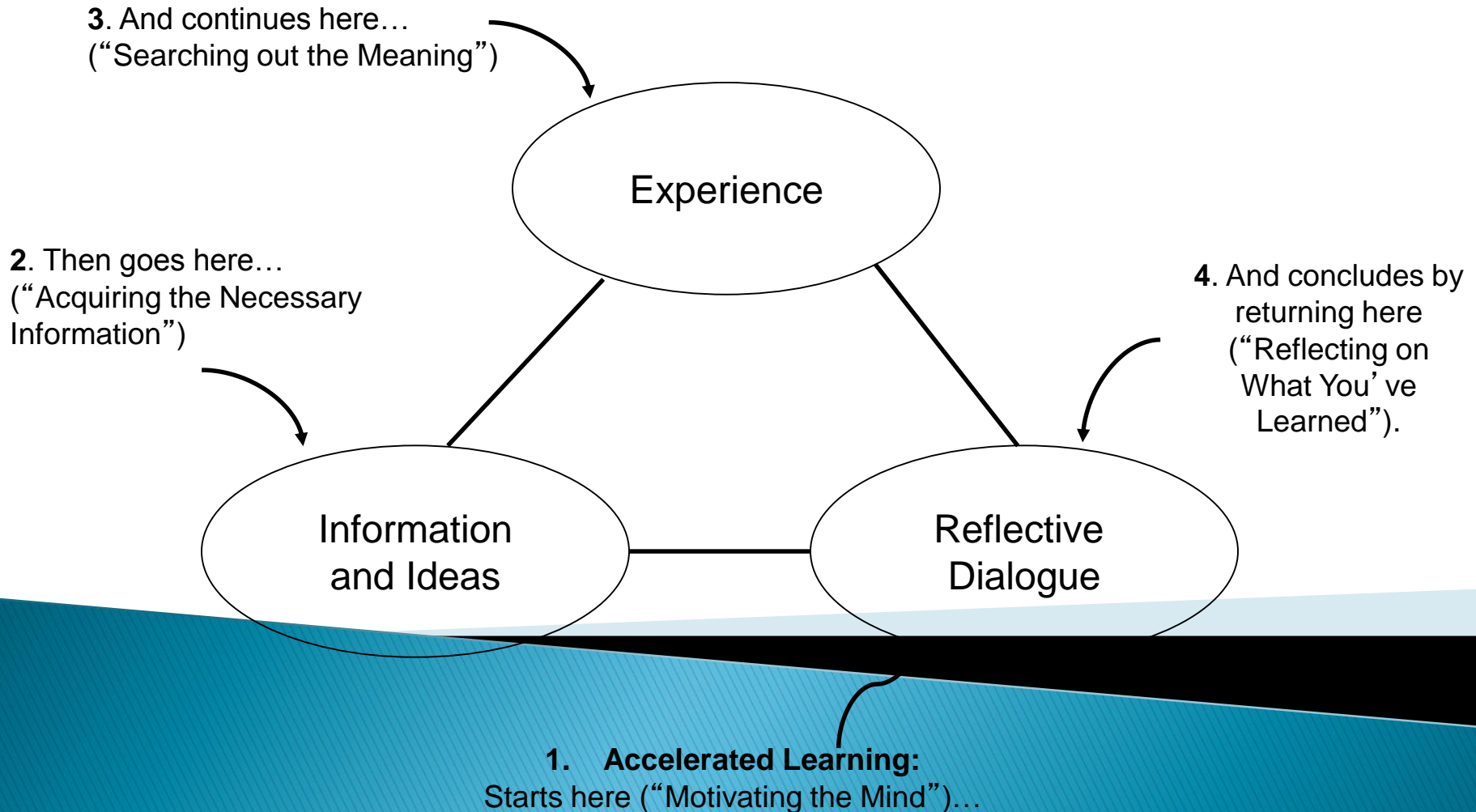| Knowledge and Understanding	Skills	Attitudes/Values
• Didactics • Cases	• Clinical Care	• Observation • Prior experiences • Role Models/Mentors

Your Goal

Ability/Skill
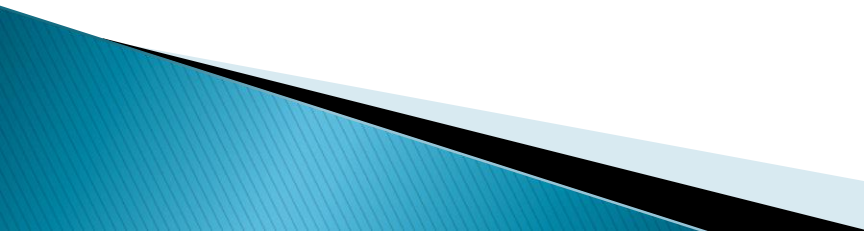
Confidence

SEQUENCE OF EVENTS IN ACCELERATED LEARNING.

3. And continues here…
("Searching out the Meaning")

Experience

2. Then goes here…
("Acquiring the Necessary Information")

4. And concludes by returning here ("Reflecting on What You've Learned").

Information and Ideas

Reflective Dialogue

1. Accelerated Learning:
Starts here ("Motivating the Mind")…
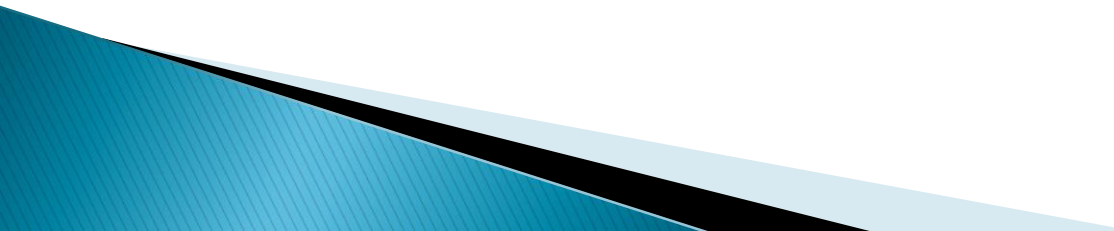
"FLOW" EXPERIENCES
IN RELATION TO CHALLENGES AND SKILLS

High

Arousal

Anxiety

Challenges

FLOW

Worry

Control

Apathy

Relaxation

Boredom

Low

Low

High

Knowledge Skills
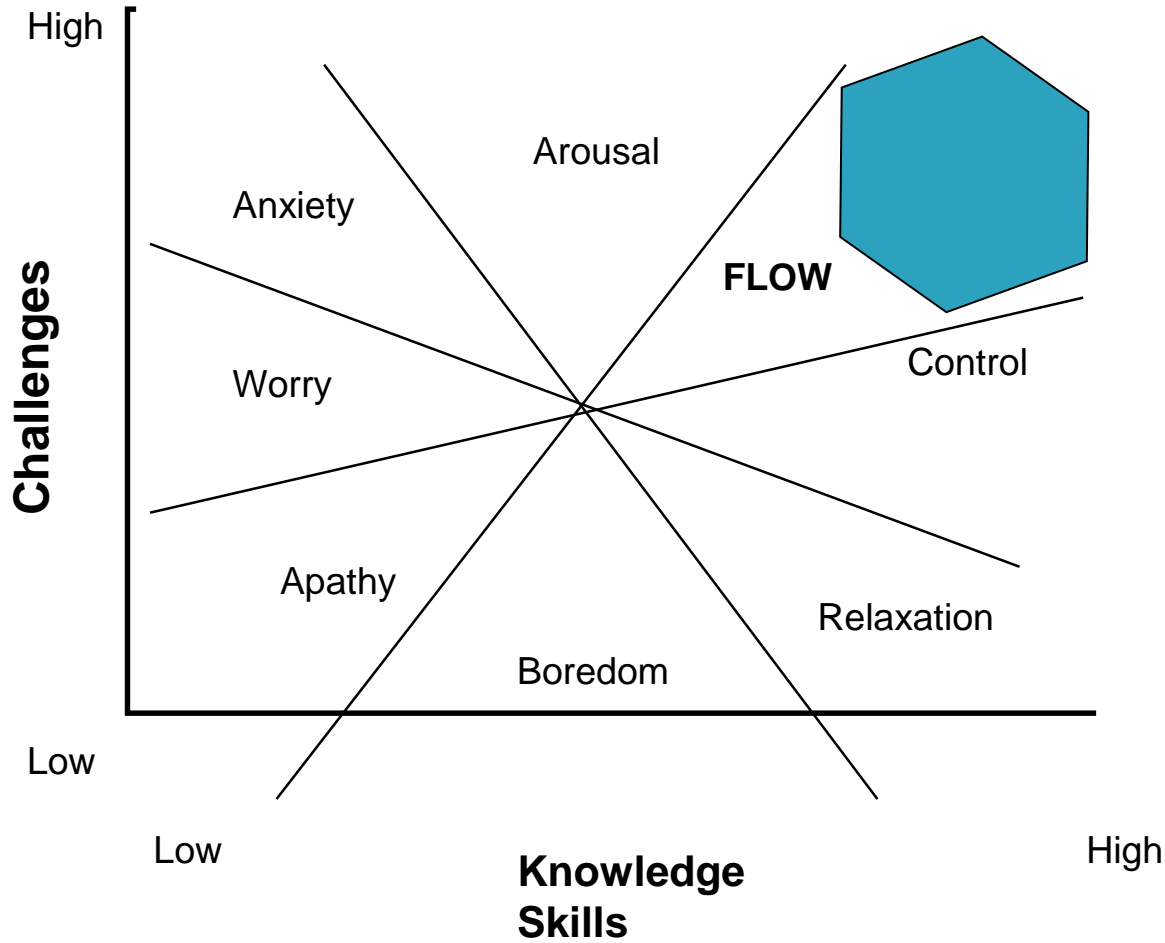
CLINICAL TEACHING

- What do I need to know to be an effective clinical teacher?

- What role (s) will I need to adopt?

- What attributes do I need to possess?

- What teaching strategies do I need to apply, and in what circumstances?

- How do I know my clinical teaching is effective?

Clinical Teacher

- Diagnoses learner needs
- Observes
- Role models (knowledge, skills and attitudes)
- Demonstrates care
- Debriefs cases
- Provides feedback
- Encourages learner reflection

Teaching with Limited Time

Step 1:
Identify the needs of each individual learner:

•Ask questions - AND/OR -
•Conduct a two-minute observation

Step 2:
Select a model for rapid teaching:

Today:
•One minute preceptor
•SNAPPS
•Questioning
•RIME

Step 3:
Provide feedback on performance:

•Be specific
•Comment on strengths
•Discuss areas for improvement
•Give direction ie next steps, *which should include a self-directed question*

Five-Step Microskills Model of Clinical Teaching

- Get a commitment
- Probe for supporting evidence
- Teach general rules
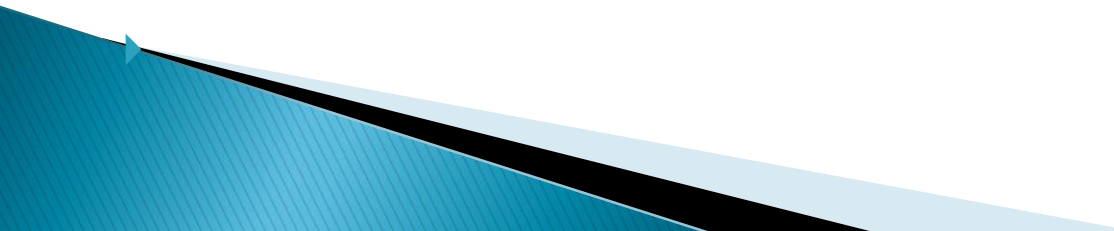- Reinforce what was done right
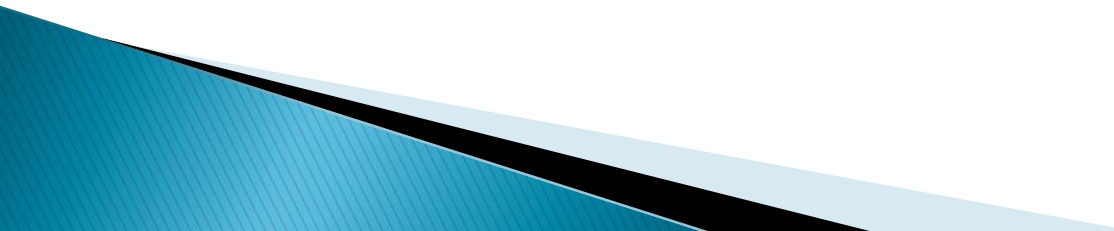- Correct Mistakes

Neher, JO et al. JABFP-July-August 1992

Diagnosing a Learner

- Ask Questions **(Pre)**
  - Diagnosis, treatment or workup questions

- Diagnose learner
  - Get a commitment and probe for evidence assesses learner knowledge and reasoning skills

- Pause and wait for an answer

- Teach/Tailored Instruction **(During)**
  - General rules
  - Provide feedback
  - Reinforce what as right

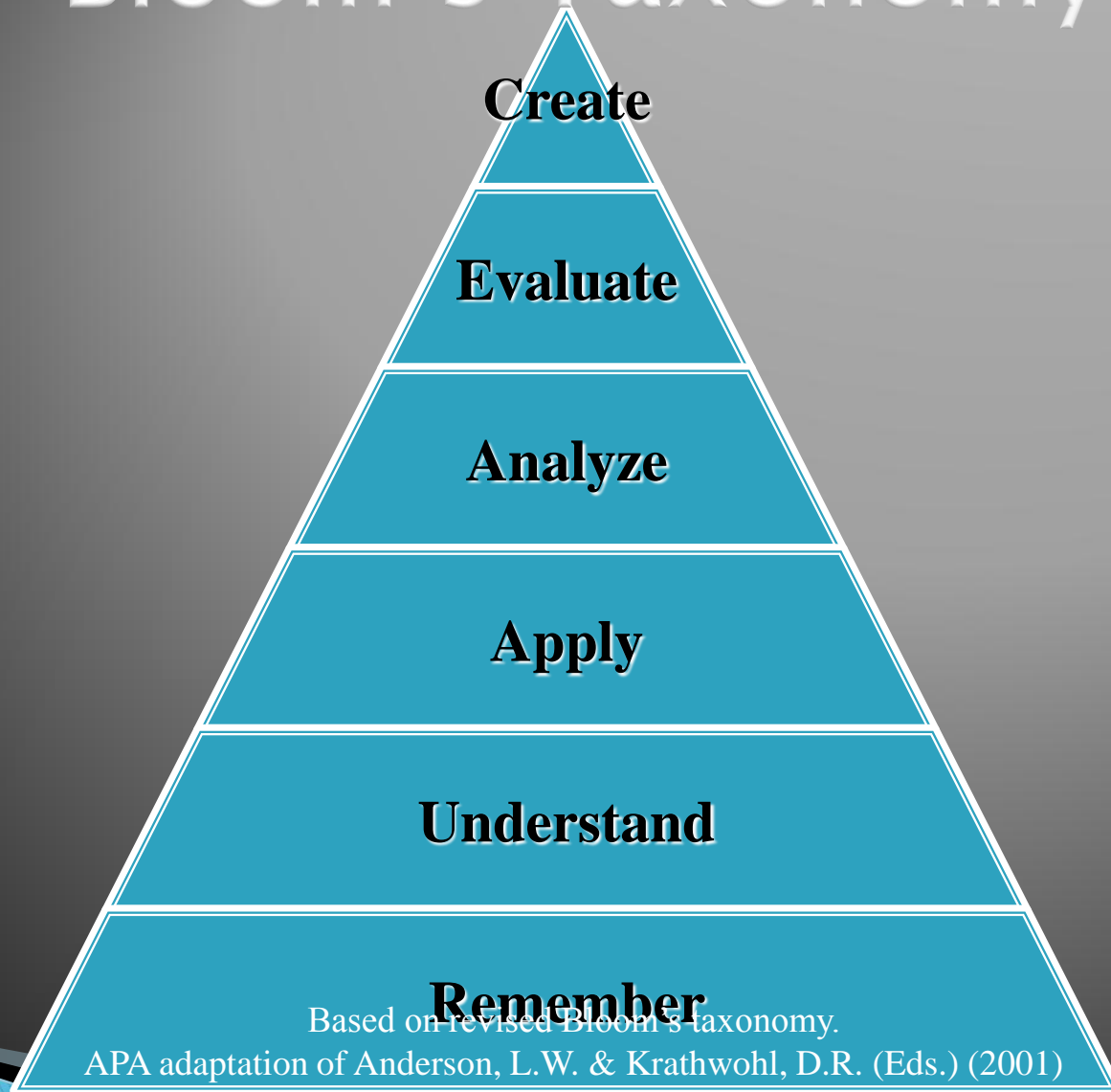- Correct mistakes **(Post)** and/or reinforce a self-directed learning opportunity

Scenarios

- Resident takes a little too long to evaluate patient and faculty growing impatient

- Presentation is a little drawn out and faculty rushing the resident along so that they can get in the exam room

- Faculty leads the communication with patient and resident perceived by patient as an assistant rather than a provider, faculty gives the plan to the resident who executes it, cycle repeats

Clinical Scenarios

- Everyone too tired at the end of clinic to teach/learn, esp. since there are too many charts to finish

- Resident worked a lot and felt there were learning opportunities in the session but walked away feeling unsatisfied.
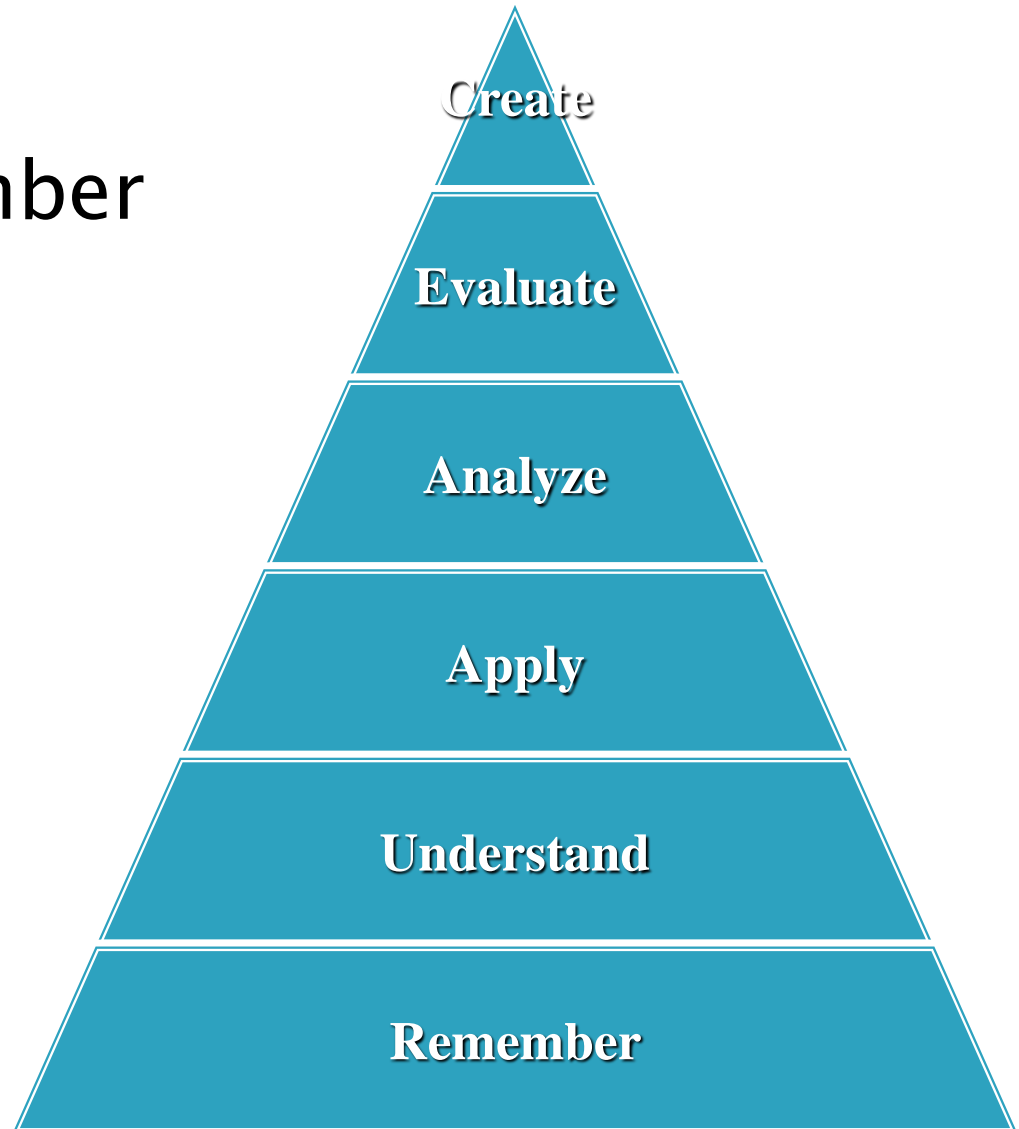
Bloom's Taxonomy

Create

Evaluate

Analyze

Apply

Understand

Remember

Based on revised Bloom's taxonomy.
APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Remember

Recall or remember the information

Examples of verbs:

- Identify
- List
- Define
- Name
- Remember

Create

Evaluate

Analyze

Apply

Understand

Remember

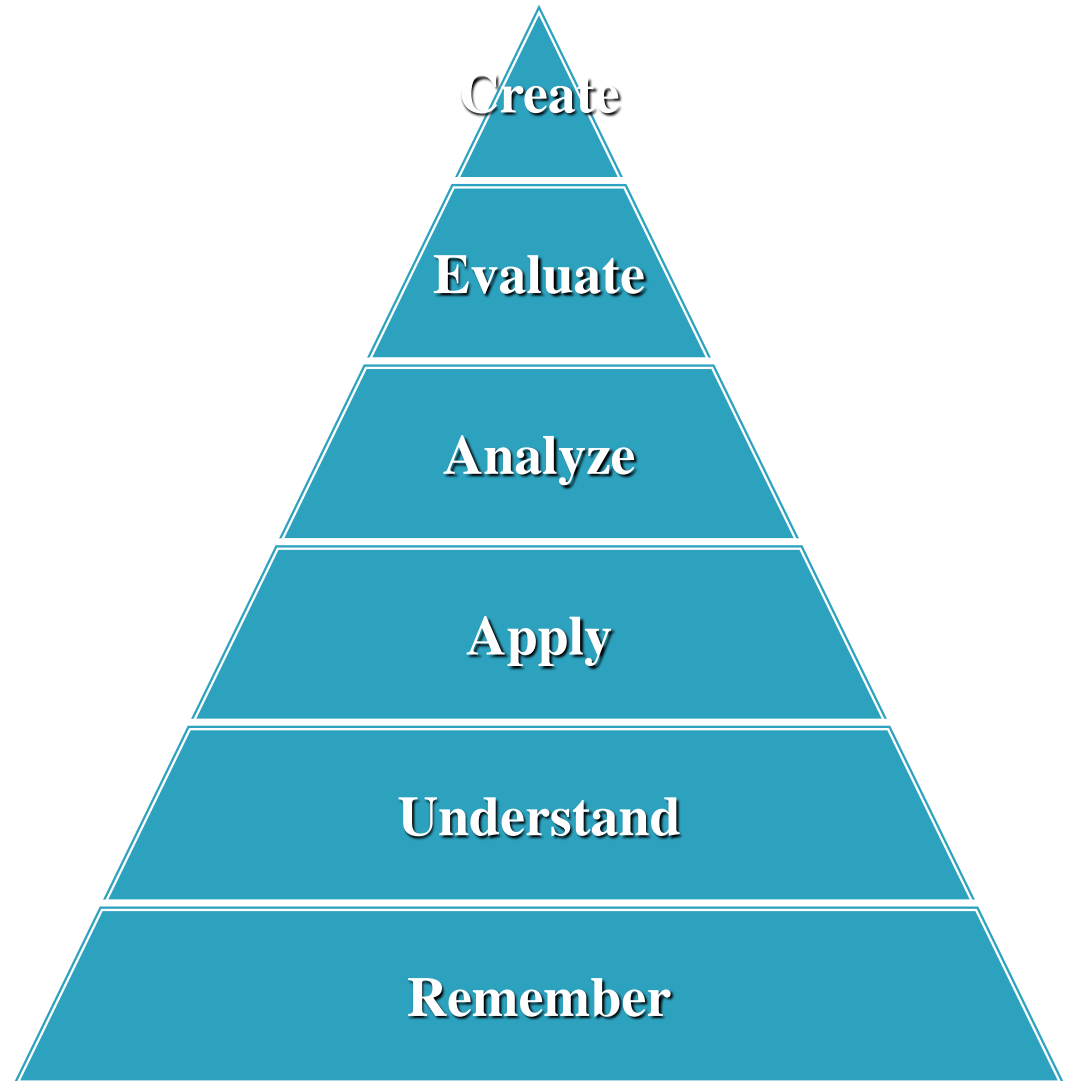# Understand

Explain ideas or concepts

Examples of verbs:

- Describe
- Give example
- Explain
- Summarize
- Discuss

Create

Evaluate
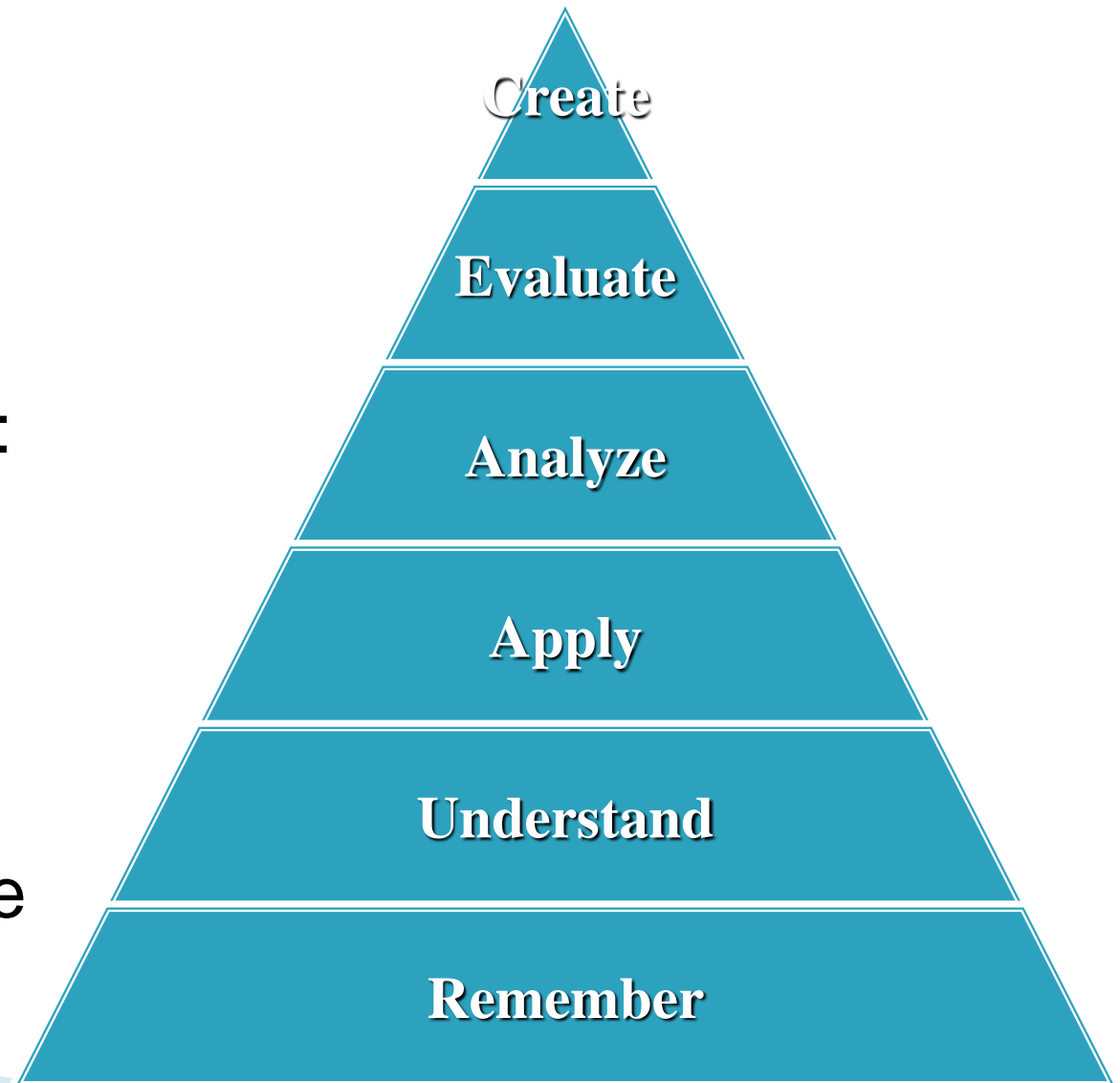
Analyze

Apply

Understand

Remember

Apply

Use information in a new way

Examples of verbs:
- Confirm
- Interpret
- Apply
- Utilize
- Demonstrate
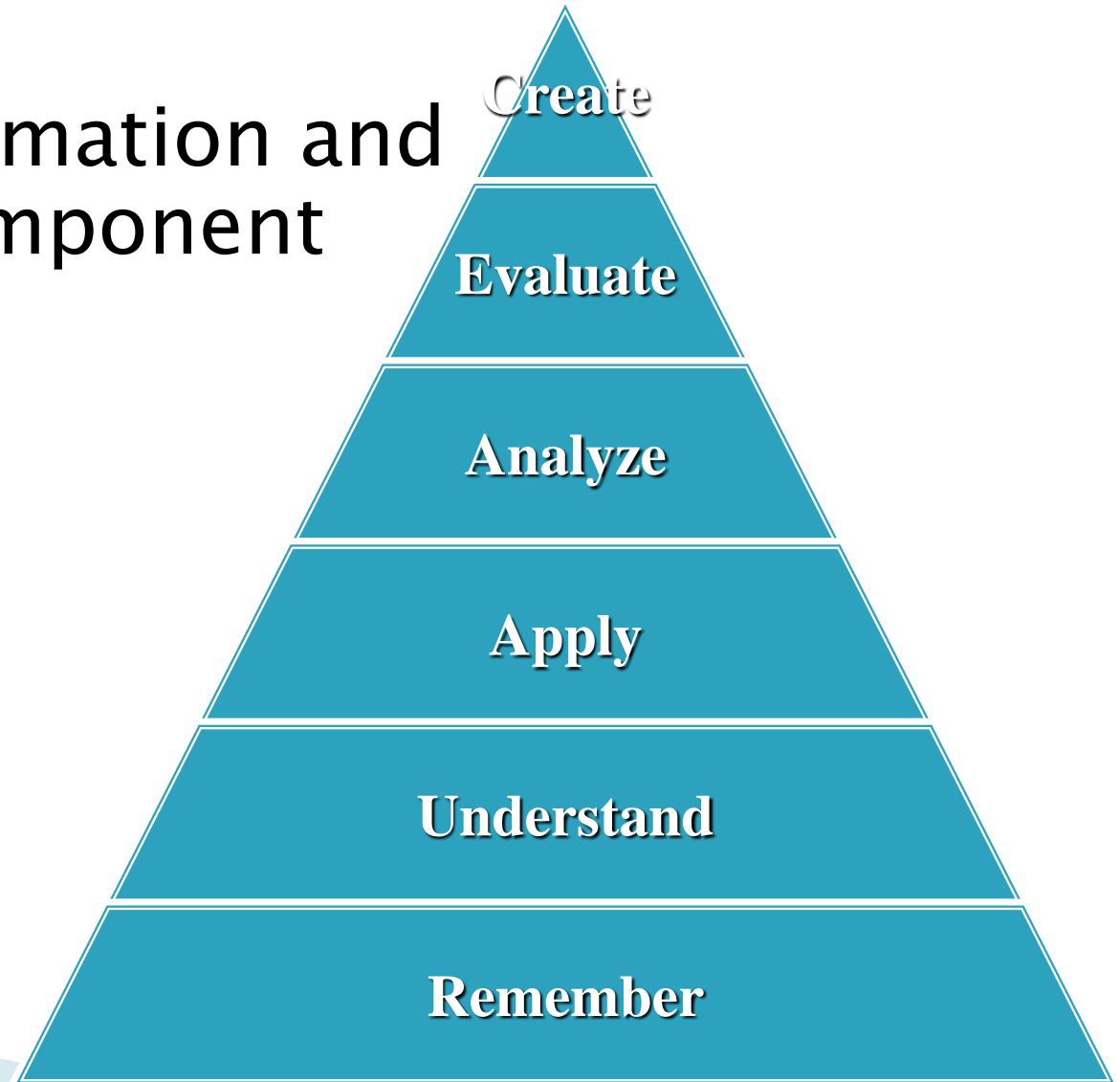
Create

Evaluate

Analyze

Apply

Understand

Remember

Analyze

Examine information and break into component parts

Examples of verbs:
- Distinguish
- Compare
- Differentiate
- Outline

Create

Evaluate
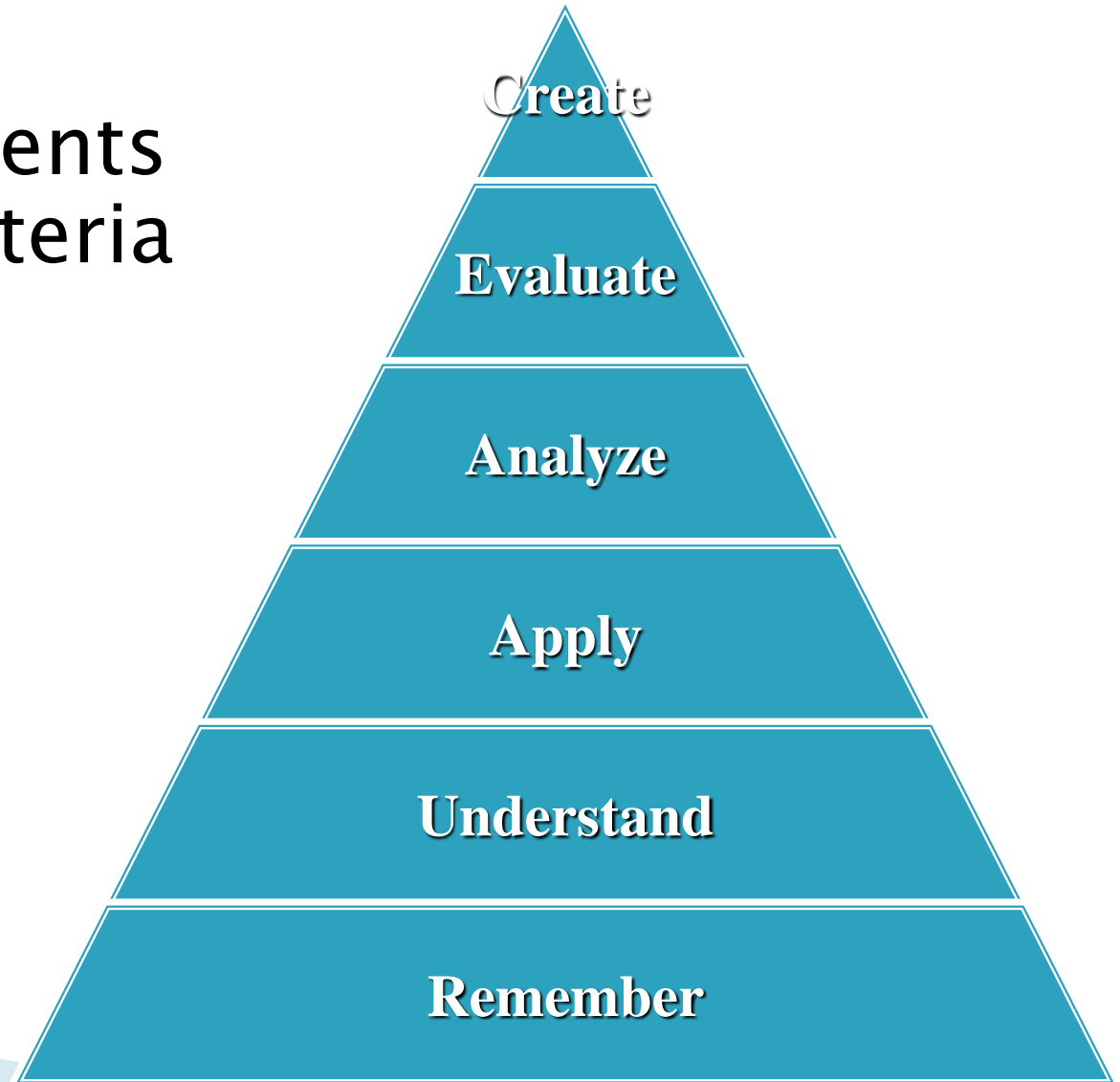
Analyze

Apply

Understand

Remember

Evaluate

Make judgments based on criteria

Examples of verbs:
- Decide

- Justify
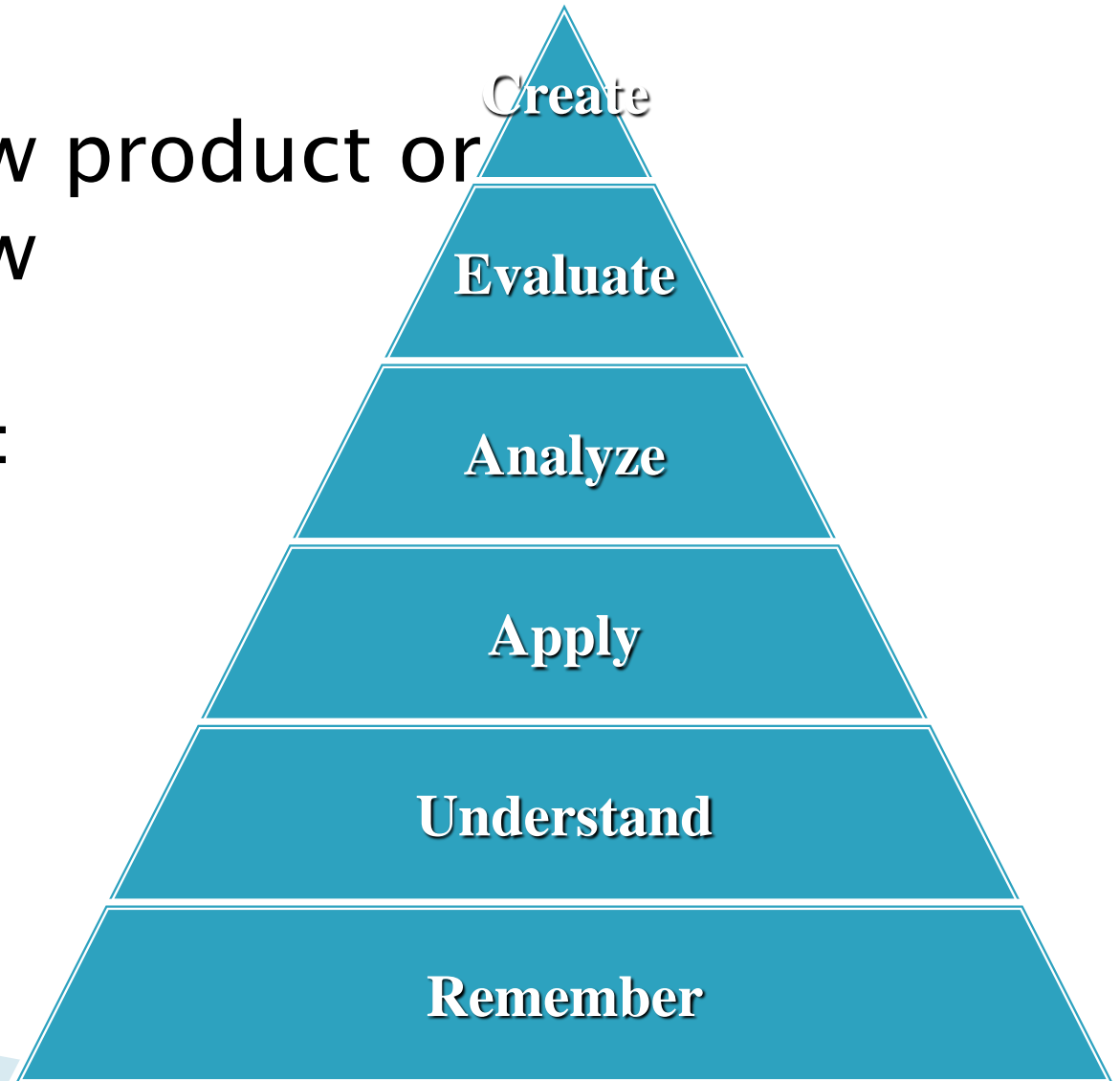
- Assess

- Choose

Create

Evaluate

Analyze

Apply

Understand

Remember

Create

Create a new product or point of view

Examples of verbs:

- Propose
- Role-play
- Develop
- Design
- Generate

Create

Evaluate

Analyze

Apply

Understand

Remember

Teaching point-What questions to ask to achieve this ?

Identify causes of hypoxia under G.A. and immediate steps taken to make the diagnosis and treat the patient.

Teaching point-What question to ask the resident to assess resident knowledge specific to pre-surgical evaluation?

Criteria to determine if a patient needs further evaluation before surgery?

Types of Questions

- **Factual:** easily answered with definitive and comparatively simple answers.
- **Conceptual:** delve deeper and require more sophisticated levels of cognitive processing and thinking.
- **Provocative:** cannot be answered with easy answers and can be used to motivate additional learning.

- **Broadening:** introduce additional facts and encourage analysis.
- **Justifying:** challenge old ideas and develop new.
- **Hypothetical:** explore unknowns, change course of discussion.
- **Alternative:** make decisions between alternatives, reach agreement.
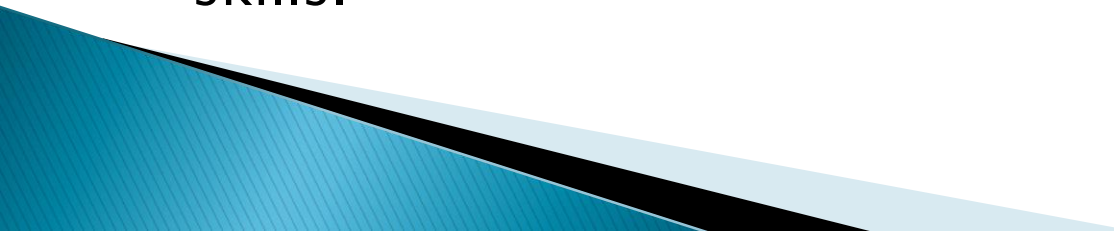
The RIME Model
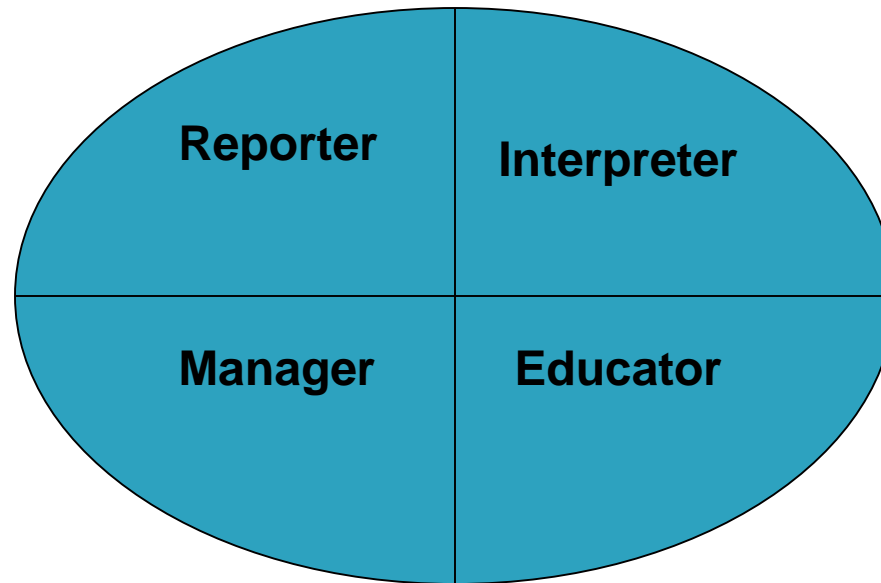
Adapted from materials by Lou Pangaro, M.D. – USUHS

The clinical teacher can help learners progress up/around the RIME staircase.
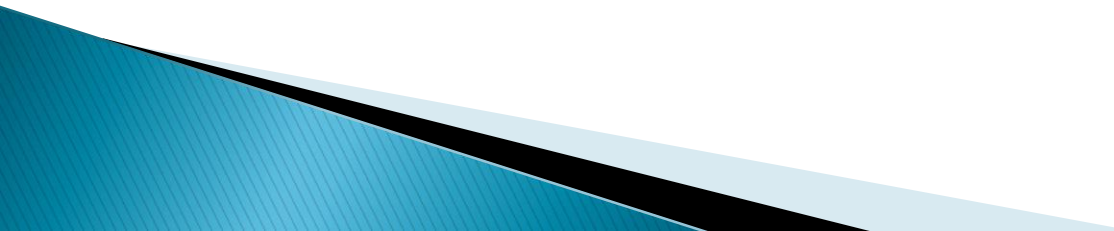
RIME With Reasons

- The **R-I-M-E** model is a proven and reliable way to descriptively evaluate learners.

- **RIME** is a classification measure of a learner's progression

    ◦ **Reporter to Interpreter**   **Manager/Educator**

- It is expected that the residents will progressively synthesize this information, learning to connect signs and symptoms with tests, and to develop a differential diagnosis.

Questioning and RIME

- The RIME model can also change the teaching culture as we get in the habit of asking questions of learners that will identify where they are on this learning continuum.

- Questions that prompt learners to think about what they are reporting will encourage them to recognize what is important and to make the learning connections.

- Learners value questioning, especially when we ask their opinion and ask them to formulate a plan.

- Active questioning will give them the opportunity to demonstrate their knowledge, reasoning and management skills.
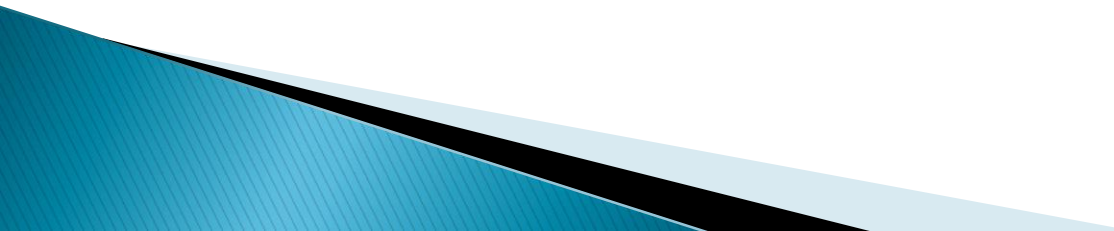
RIME Level

- **Observer**: Bystander

- **Reporter**: Understands "what" is wrong

- **Interpreter**: Understands "why"

- **Manager**: Understands "how" to address the problem

- **Educator**: Committed to self-learning and education of the team

Questioning Tips

•Use open-ended or clarifying questions predominantly

•Restrict use of close-ended questions to assessing factual or baseline knowledge

•Allow time for response

•Ask learners to paraphrase what they learned

•Follow a weak answer with a clarifying question

•A challenging question can be asked in a supportive context

Spencer, 2003 (BMJ)

Conclusions

▸ Questioning can be an effective method of teaching learners at all levels and achieving learning goal.

▸ Questioning does not have to be confrontational to be effective

▸ The use of questioning can help the teacher to redirect the learner and advance up the learning hierarchy of learning.

Any Questions about Questioning
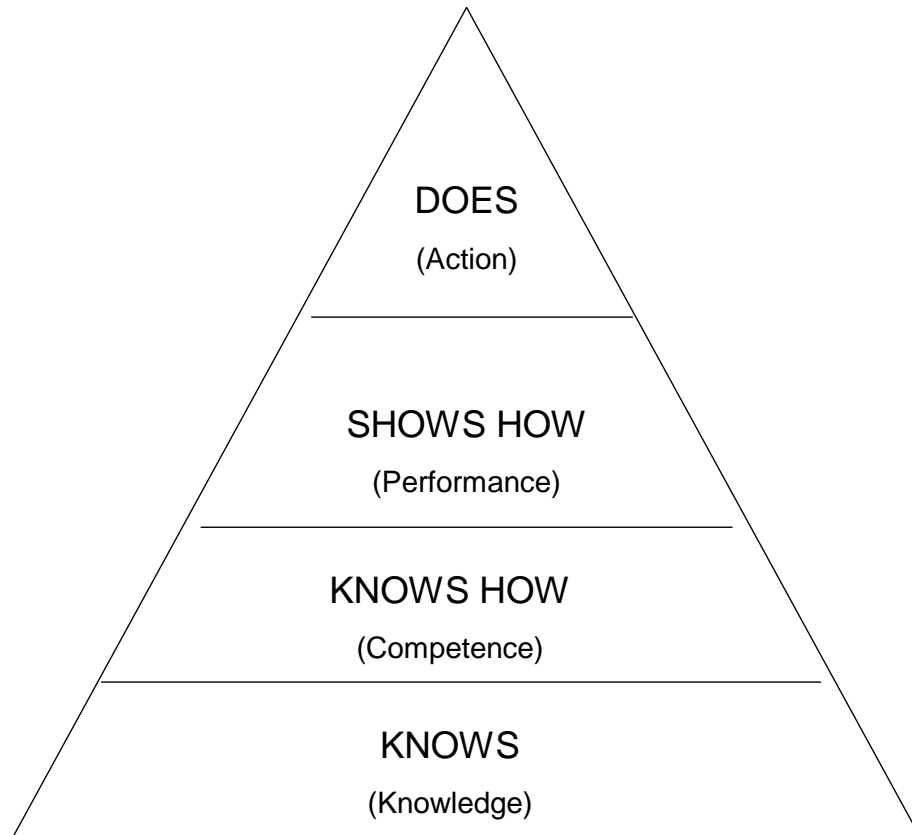
?

Miller's Pyramid-Assessment

DOES

(Action)

SHOWS HOW

(Performance)

KNOWS HOW

(Competence)

KNOWS

(Knowledge)

Figure I Framework for Clinical assessment

William Osler

- "The value of experience is not in seeing much, but in seeing wisely."

- "No bubble is so iridescent or floats longer than that blown by the successful teacher."