Ambulatory/Clinical Teaching

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Learning Objectives

- Review clinical teaching core principles
  - Learning Environment
  - Teacher Skills-Questioning
- Introduce teaching with limited time skills
  - One Minute Preceptor
  - RIME
- Review UTUBE videos, if time permits or post session
- Reinforce Assessment Drives Learning
Where is Clinical Teaching?

On the wards ***
Clinic  ***
Lectures
Small group
Research
Etc....
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<th>Knowledge and Understanding</th>
<th>Skills</th>
<th>Attitudes/Values</th>
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<td>• Didactics</td>
<td>• Clinical Care</td>
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<td>• Cases</td>
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<td>• Role Models/Mentors</td>
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What is Your Role as a Teacher?

Skills

Knowledge

Attitude

Learner
Your Goal

Ability/Skill

Confidence
Questions to ask yourself when planning a clinical teaching session

What am I teaching?

Who am I teaching?

How will I teach it?

How will I know if the students understand?
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
Notable Tensions

- When to ask and when to tell
- When to model and when to watch
- When to discuss process and when to discuss content
- When to see a patient and when to follow from afar
Adaptation of Teaching Styles

- **Provider**
  - Sets objectives and expectations, conveys knowledge, and provides feedback

- **Facilitator**
  - Helps the learner set the objectives and provide self feedback

- **Consultant**
  - The learner sets the agenda and informs the preceptor how he/she can be of help
Help students to identify what they already know

- “Activate” prior knowledge through brainstorming and briefing

Help students elaborate their knowledge

- Provide a bridge between existing and new information—use of clinical examples, comparisons, analogies
- Debrief the students afterwards
- Promote discussion and reflection
- Provide relevant but variable contexts for the learning
The Conscious Competence Learning Model
*The way we acquire a new skill*

- **Unconscious Incompetence**
  - the learner is unaware of his/her lack of a particular skill

- **Conscious Incompetence**
  - the learner now realises the importance of a skill but fails in trying to do it

- **Conscious Competence**
  - the learner, through practise, can now do the skill but has to think about each step

- **Unconscious Competence**
  - the learner can do this skill effortlessly without much conscious thought = mastery.
The Developmental Stages of Learners (Perry)

- **Dualism**
  - Learners view knowledge as finite and obtainable

- **Multiplicity**
  - Learners begin to accept there is uncertainty but continue to see things as either right (evidence-based) or wrong (anecdotal)

- **Relativism**
  - Learners begin to evaluate different opinions and begin to view their opinions as just as valuable as any other opinion.

- **Commitment**
  - Learners can tolerate the constant tension created by uncertainty and act in the face of uncertainty.
Teaching with Limited Time

**Step 1:** Identify the needs of each individual learner:
- Ask questions - AND/OR -
- Conduct a two-minute observation/
- Set/ align expectations

**Step 2:** Select a model for rapid teaching:
- Today:
  - One minute preceptor
  - RIME
  - Questioning

**Step 3:** Provide feedback on performance:
- Be specific
- Self-assessment
- Comment on strengths
- Discuss areas for improvement
- Give direction ie next steps, which should include a self-directed question
A tool for preceptors/Gather Facts

R = reporting
I = interpretation
M = management
E = education

RIME
RIME-based Tool

- Frames evaluation for our trainees
- Improves trainee performance
- Preceptor describes what they see in RIME terminology (R+I+M+E)
- Learners practice several levels at once
R=Reliably gather, organize and communicate clinical information

I=Successfully take ownership of the creation and justification of diagnostic hypotheses

M=Successfully take responsibility for all aspects of care

E=Consistently educates others, including patients & self

*See handout
Additional Skills and Behaviors

- Interpersonal & Communication Skills
- Professionalism & Educational Attributes
- “Next Steps”
  - Suggest and document 1-2 further steps to progress learner along the continuum of competence
Five-Step Microskills Model of Clinical Teaching

1. Get a Commitment- “Reporter”
   1. What do you think is going on?
2. Probe for Supporting Evidence- “Interpreter”
   1. What led you to that conclusion?
3. Teach General Concepts-promote “manager” skills
   1. How do you approach/think about…? (“Manager”)
4. Ask/Tell Them What They Did Right
   1. Specifically, you did a great job of…
5. Ask/Correct Mistakes-developmental improvements
   1. Next time this happens,…(self-direction)
"One-minute preceptor" model

Patient encounter (history, examination, etc)

Get a commitment ("what do you think is going on?")

Probe for underlying reasoning ("What led you to that conclusion?")

Reinforce what was done well ("Your diagnosis of X was well supported by the history...")

Teach general principles ("When that happens, do this...")

Help Learner identify and give guidance about omissions and errors ("Although your suggestion of Y was a possibility, in a situation like this, X is more likely because...")
### How to give effective explanations?

- Check understanding so as to grasp of the topic
- Give information in “bite size” chunks
- Put things in a broader context when appropriate

- Summarize periodically (“so far, we’ve covered…”)
- Reiterate the take home messages; again, asking students…
Seating arrangements for teaching in clinic

“Sitting In” as observer

Three way consultation

“Hot seating”
UTUBE Clinical Scenarios

- [https://youtu.be/hmKvei3thwQ](https://youtu.be/hmKvei3thwQ)
  - (one minute preceptor)

- [https://youtu.be/P0XgABFzcgE](https://youtu.be/P0XgABFzcgE)
  - (One minute preceptor)

- [https://youtu.be/ifTAzAiTPQY](https://youtu.be/ifTAzAiTPQY)
  - (RIME)
Miller’s Pyramid-Assessment

Figure I Framework for Clinical assessment

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Overcoming obstacles to teaching: TIME

- Use “point of care” practices as teaching opportunities (connect book medicine with clinical medicine)
- Teach in “small bites” (2-3 minutes)
- “Just in time” – emails, review log books, look ups assignments with f/u with discussions,
- Teach your learners to be proactive (contract a minimum of one teaching point per session)
Assessment Drives Learning

Practice -> Assessment Data

Coaching/Encourage -> Self-Assessment/Reflection

Feedback
How to use questions?

- Restrict use of closed questions
- (What? When? How many?)
- Use open or clarifying/probing questions
- (What are the options? What if?)
- Allow adequate time for students to give a response-
- Follow a poor answer with another question
- Answer learners’ questions-with counter questions
- Statements make good questions-for example, “Students sometimes find this difficult to understand”
- Be non-confrontational
Bloom’s Taxonomy

Based on revised Bloom’s taxonomy.
APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)
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
Use information in a new way

Examples of verbs:
- Confirm
- Interpret
- Apply
- Utilize
- Demonstrate
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 a new product or point of view

Examples of verbs:
- Propose
- Role-play
- Develop
- Design
- Generate

Create
Evaluate
Analyze
Apply
Understand
Remember
Any Questions about Questioning?
“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.”
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