Clinical Teaching

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Session Objectives

- Internalize the “big picture” of Health Professions education as integral to clinician educators
- Identify core skills of a clinician educators
- Explain the 1st step of teaching: setting expectations
- Review “mindful” teaching
Where is Clinical Teaching?

On the wards  ***
Clinic   ***
Lectures
Small group
Research
Etc....
The Big Clinical Education Picture

Knowledge and Understanding
- Didactics
- Cases

Skills
- Clinical Care

Attitudes/Values
- Observation
- Prior experiences
- Role Models/Mentors
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?
“FLOW” EXPERIENCES
IN RELATION TO CHALLENGES AND SKILLS

- Challenges
- Knowledge Skills

- Low
- High

- Anxiety
- Worry
- Apathy
- Boredom
- Arousal
- Relaxation

FLOW
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 practice, 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.
**Stages of Learning**

**Stage 1:** Unconscious Incompetence

**Stage 2:** Conscious Incompetence

**Stage 3:** Conscious Competence

**Stage 4:** Unconscious Competence
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 a new information - for example, use of clinical examples, comparisons, analogies
- Debrief the students afterwards
- Promote discussion and reflection
- Provide relevant but variable contexts for the learning
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
Step #1-Setting Expectations

- Three step process
  - 1. Pre-meet
  - 2. In session
  - 3. End of session
- Use Questions
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
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
Understand

Explain ideas or concepts

Examples of verbs:
- Describe
- Give example
- Explain
- Summarize
- Discuss

Pyramid:
- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create
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
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
Socratic Questions ➔ Socratic Dialogue ➔ Critical Thinking

Goal: Probe thinking of learners

Analyze & assess a concept or line of reasoning
Types of Questions

- Conceptual/clarification - What? How?
- Probing Assumptions - Why?
- Probing Reasons/Rationale - Why?
- Viewpoints & Perspectives - When?/What if?
- Probe implications & consequences - What if?
General Guidelines for Questioning

- Think along with the learner
- There are Always a Variety of Ways You Can Respond
- Do Not Hesitate to Pause and Reflect Quietly
- Keep Control of the Discussion
- Periodically Summarize
- Assess where the discussion Is:
  - What Questions are Answered; What Questions are Yet Unresolved
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Notable Tensions as a Teacher

- 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 learner from afar?
Overcoming obstacles to teaching

**SKILLS**

#1 Teaching is a learning experience, don’t be afraid of not knowing something – look it up & discuss
- role models self-directed learning

#2 Ask learner for feedback about teaching
- “How can I make learning better for you?”
- “Did you experience what you expected today?”
- “Unanswered questions from today?”
How to Teach Anybody Anything—Be *Mindful*

- **Tip 1**
  - Mindful of the right amount of information, for learner level
- **Tip 2**
  - Mind the gap in knowledge and/or skills
- **Tip 3**
  - Mind the time
- **Tip 4**
  - Mind the student reaction
- **Tip 5**
  - Mindful feedback
- **Tip 6**
  - Monitor stress, aim optimal
- **Tip 7**
  - Be mindful-in the moment-when you are with learners
• “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.”