

Teaching Methods

Matching Methods to Learner Needs



Session Objectives

- Identify situations in which modeling is an appropriate and effective teaching technique
- List steps for implementing the modeling technique
- Describe the One Minute Precept method and its application
- Describe at least 3 effective facilitation techniques for bedside teaching, office-based precepting and brief didactics (Chart Rounds).

So what's a “Teaching Method?”

- Principles and **strategies** for instruction
- The “**HOW**” we go about / approach teaching
- What methods do you use?
- Other methods you have seen?

Included in this 'Sampler'

- We will move from early learners

to

- More advanced learners

- Modeling

- Working with multiple levels of learners
- Guiding discussion/ dialogue:
 - Inpatient Rounds
 - Office-based Precepting
 - Brief Didactics/ Chart Rounds
- One Minute Preceptor for clinical reasoning



Modeling as a Teaching Method

Objectives

- Discuss situations in which modeling is an effective teaching method
- Discuss the connection between task analysis and modeling
- List steps of modeling, including POSE

What is a “Role Model”?



A Call for Modeling

Rather than strictly following the old guideline of practice makes perfect, it might be more important to instill in memory a ***perfect standard***

-Posher, 1973

Practice does *not* make perfect.
Only “*perfect practice*” makes perfect.

-Vince Lombardi

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deliberate practice

TOT Faculty

Modeling We Have Experienced

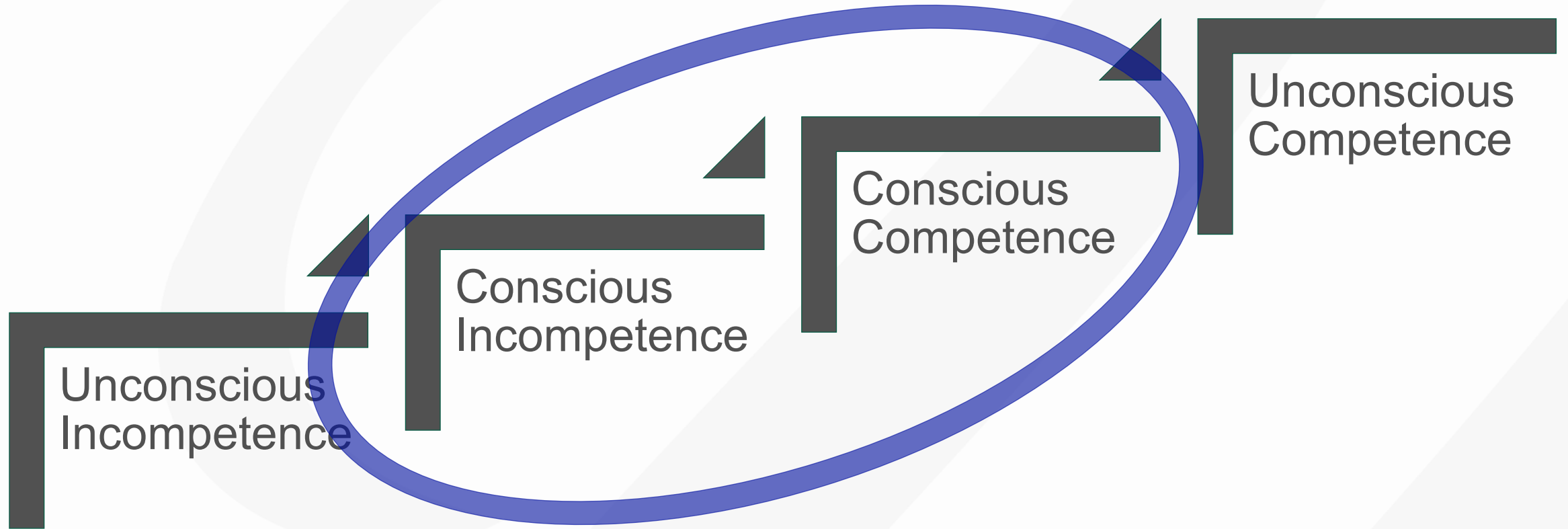


(audience participation appreciated)

Modeling and Learning



Modeling and Learning



Aims of Modeling

- Enables teacher to establish tangible performance criteria with learner
- Helps learner develop schema or picture of desired behavior

Modeling Demo - Video



Modeling and Task Analysis

- Need to be **explicit** with the learner about the steps of a task
1. Get patient consent
 2. Prep and drape the patient
 3. Open the kit and understand kit's content
 4. Identify appropriate anatomic landmarks
 5. Insert the needle, thread line & hook up IV



Modeling and Task Analysis

Order
is
important!

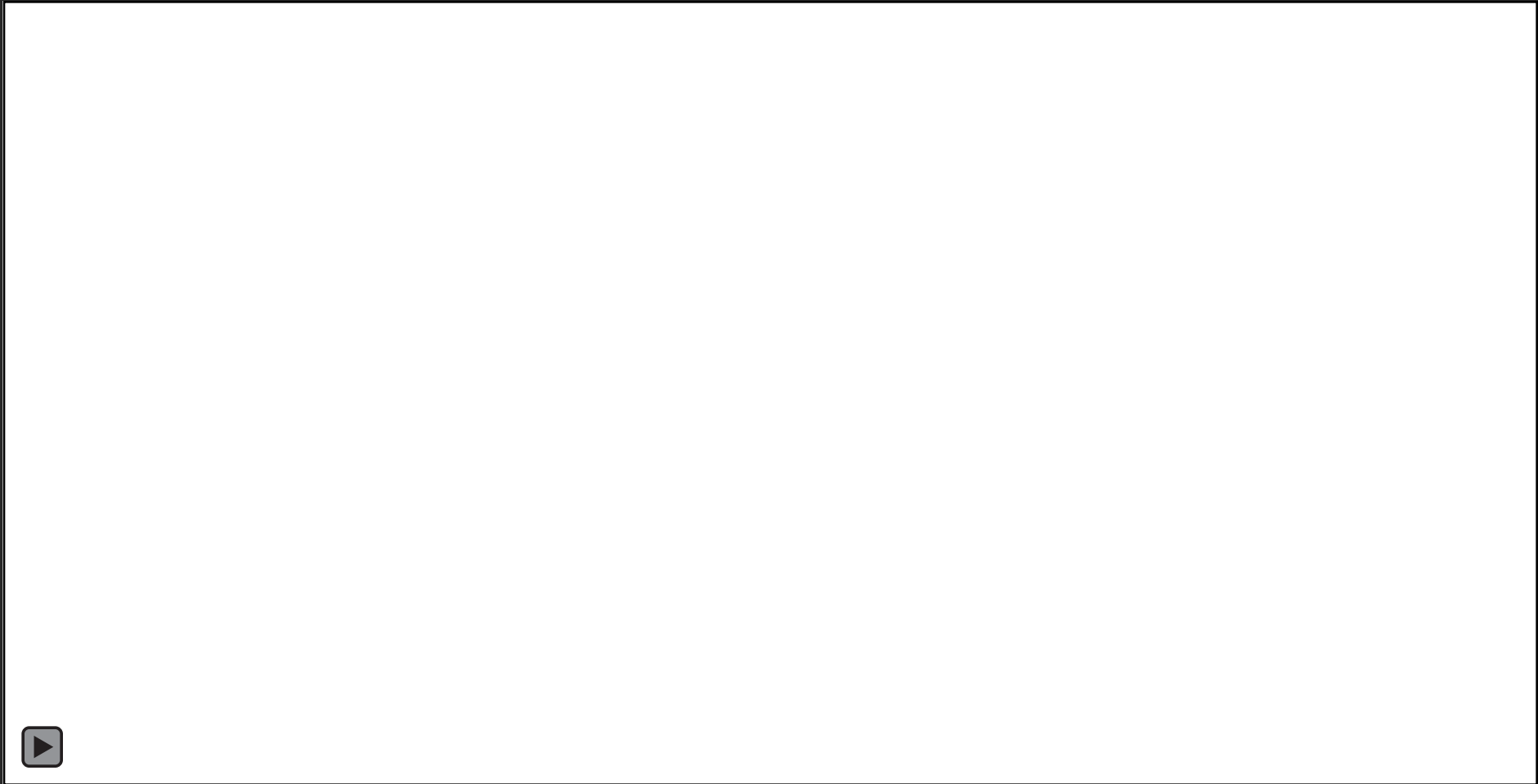


A MODEL FOR MODELING

P | O | S | E

- **P**review what will take place before the experience
- **O**utline what you are doing, experiencing, and thinking during the activity
- **S**hare findings during the activity (if appropriate)
- **E**valuate learning after the experience

Modeling Demo – Video 2



Modeling Opportunities in the Clinical Encounter

TYPES OF CLINICAL WORK:

- › Informational
- › Educational
- › Body
- › Comfort
- › Ethical
- › Brokering
- › Collaborative

- Informational
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TEACHABLE ACTIONS:

- Questioning, listening
- Preventive, counseling
- Physical exam, procedures
- Empathy, respect
- Informed consent, advocacy
- Consults, community health
- Coordination of care

When is Modeling Helpful?

- New skills
 - to show what should be done
- Complex skills
 - can illustrate most challenging portion of task
- Challenging skills/difficult encounters
 - angry patient
 - crying patient
 - delivering bad news

Can be used for all levels of learners!

Remember...

- Modeling also includes some of the principles for adult learners:
 - Immediacy
 - Relevance
 - Engagement
 - Inclusion

Effective and Efficient Teaching Methods: The One Minute Preceptor

Teaching of Tomorrow

January 2022



Objectives for One Minute Preceptor



List steps



Identify 3 advantages



Apply questioning styles

Consider the competencies of students in clinical learning....

How do they differ from competencies of
preclinical learning ?



The One Minute Preceptor



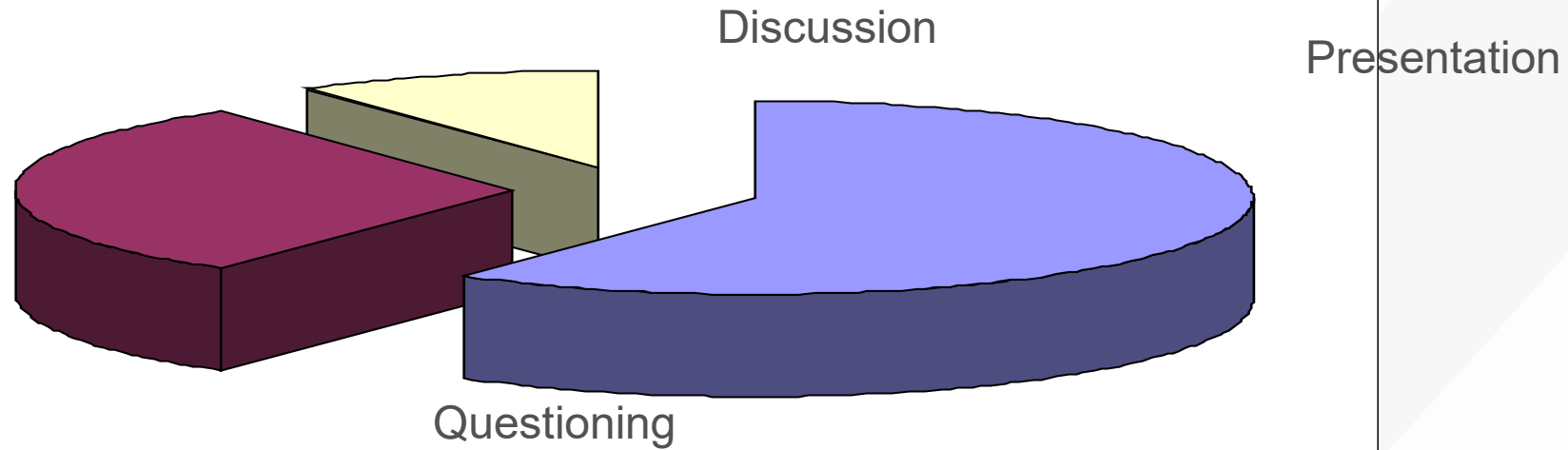
- Learner & teacher engaged
- Stresses clinical reasoning process
- Immediate feedback

Consider Video of Standard Precepting

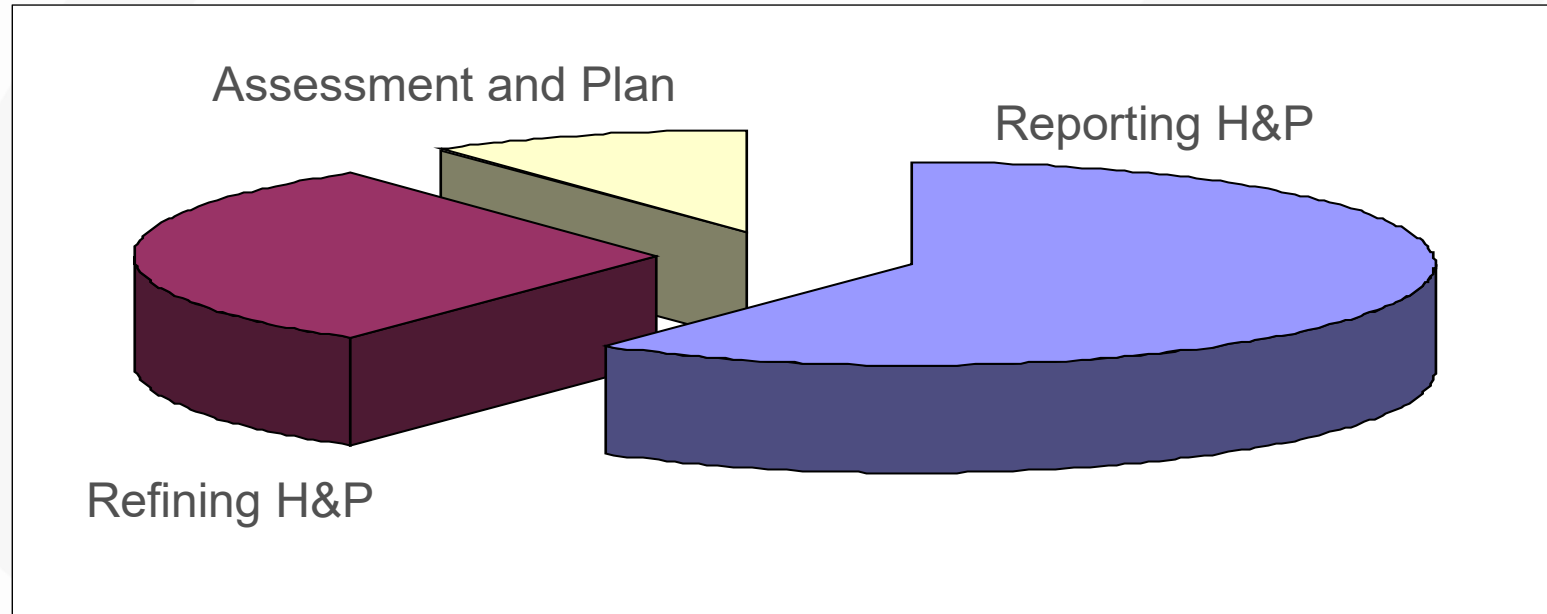
[Video](#)



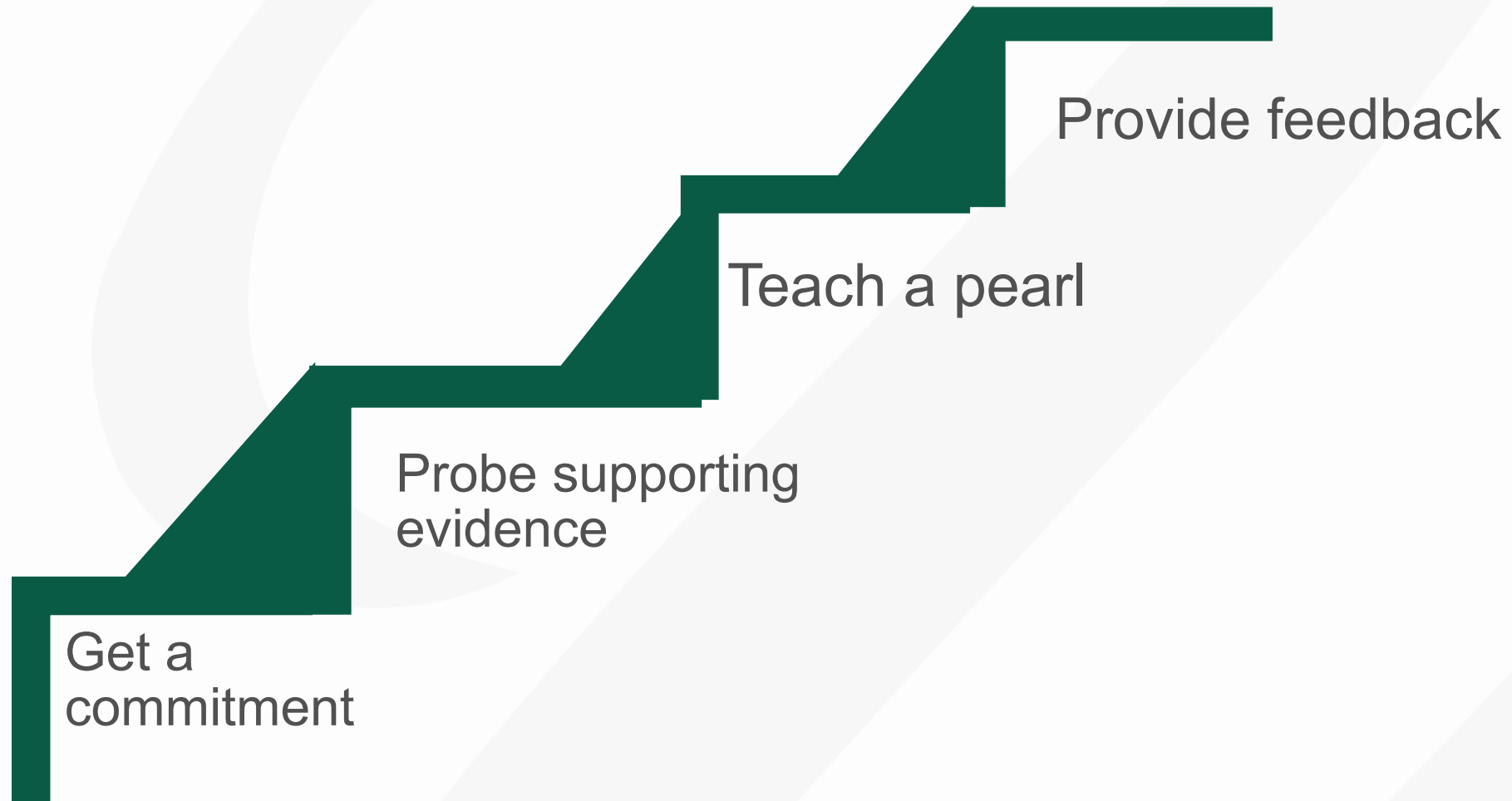
Typical teaching encounter



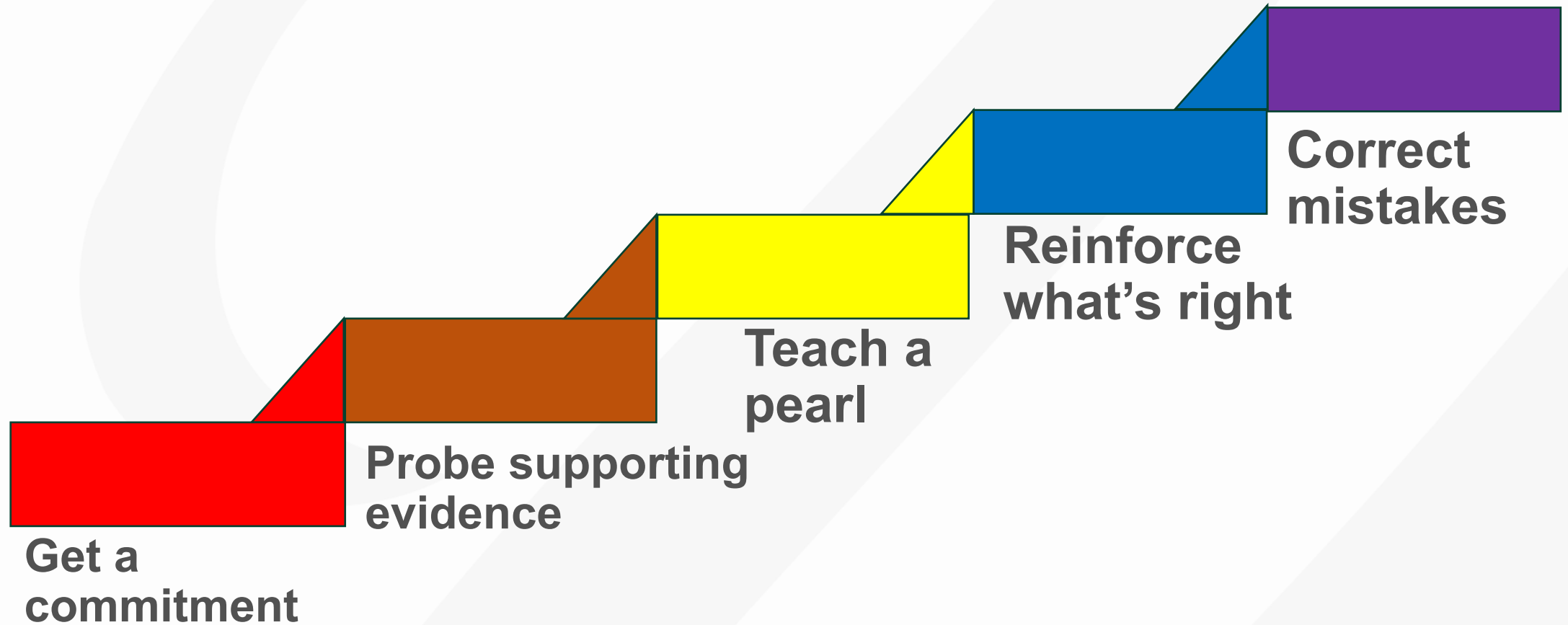
What was covered in the video?



The One Minute Preceptor



Steps For One Minute Preceptor



Teacher Reasoning and Action

- Diagnose the patient
- Diagnose the learner
- Teach



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Consider same encounter with OMP model

[Video](#)



OK, **5 minute preceptor**

BUT:

- Better needs assessment
- More effective & efficient
- Focused on higher order thinking



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Step #1: Get a commitment

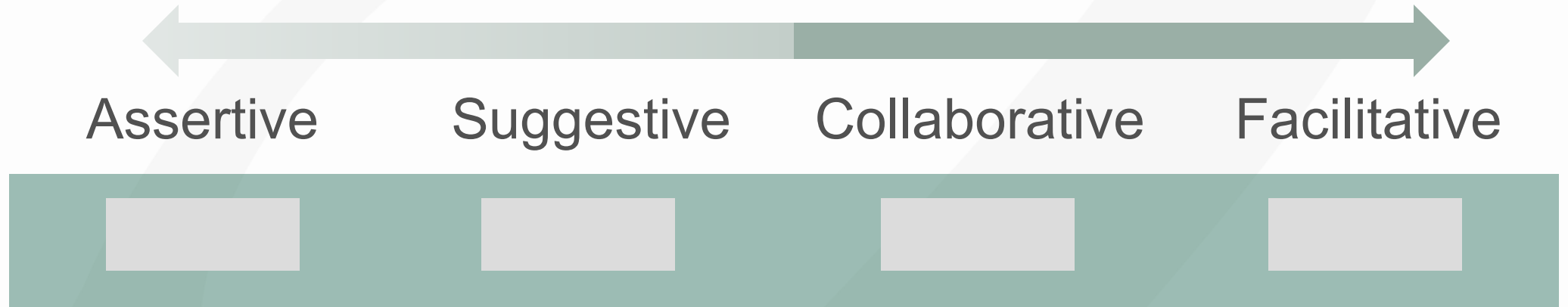
- Encourages learner to problem solve
- Ask what they think
 - What information do you need?
 - Next steps?
- May need to be directive if stumped



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Pearl: Ask Learner to end presentation with a summary statement

Addressing Needs Using Different Teaching Styles



Step #2: Probe for supporting evidence

- Assess knowledge & thinking
- Examples
 - “Why do you think that’s the diagnosis?”
 - “What findings support this conclusion?”
 - “What else did you consider?”
- Avoid grilling



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Step #3: Teach a pearl

- Teaching emphasizes common general rule
- Keep it to standardized approach or key feature of diagnosis
- Avoid anecdotal approach



Steps 4 & 5 are about Feedback



Step #4: Tell them what was right

- Behaviors are reinforced
- Provide specificity
- Avoid general praise
 - “Great job!”



Step #5: Correct mistakes

- Ask to self assess
- Focus on most important
- Be specific & avoid vague judgment



Summary: One Minute Preceptor

- Five steps
- Stimulates problem solving
- Facilitates needs assessment
- Targeted teaching
- Provides feedback



Small Group Breakouts: A sample of methods

Small Group Breakouts: A sample of methods

- **Use of Active Learning Models in Teaching**

Stacy Potts, MD, MEd + Katie Barry, MD

- **One Minute Preceptor**

Nancy Skehan, MD + Warren Ferguson, MD

- **Learning Theory to Improve Teaching**

Mary Lindholm, MD + Philip Day, PhD

- **Modeling as a Teaching Method**

Peter Sell, DO + Dave Hatem, MD

- **Teaching Gist Statement**

Dave Fish, MD + Scott Wellman, MD

Methods Wrap-Up

We have discussed a number of teaching methods this morning.

Faculty note-takers will report from each table, with best ideas/tips from each group.

Participants are welcome to join in with more ideas and question!.

Reflection

Please take a few minutes (~5) to jot down your thoughts about:

- What 1 idea did you like best?
- What 1-2 things did you hear that you will be able to try at home?
- Is there 1 idea you would like to incorporate in the future?