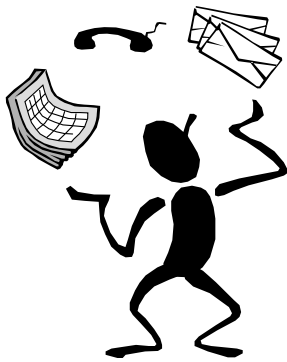

Teaching When There's No Time To Teach: Strategies & Techniques for the Clinical Setting



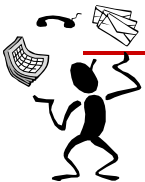
Linda Snell
McGill Centre for Medical Education

*Many thanks to Jeff Wiseman who, over
the past 15 years, has co-developed
much of the content of this session*



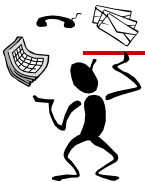
Goals for the day

- ❑ Recognize 'teachable moments';
- ❑ Describe how to break down a clinical teaching encounter into manageable 'sections' that can be taught in a limited time;
- ❑ Define and demonstrate a number of teaching strategies that can be used when time is constrained;
- ❑ Link these strategies with educational concepts to explain why they might be effective



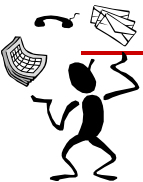
Overview

1. Context
2. Philosophy
3. Education concepts
4. Demonstration
5. Key messages
6. Practice



1. Context

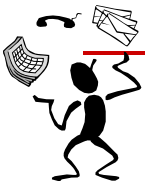
- ❑ Who are the teachers?
- ❑ Who are the learners?
- ❑ Where and when does teaching with limited time take place?



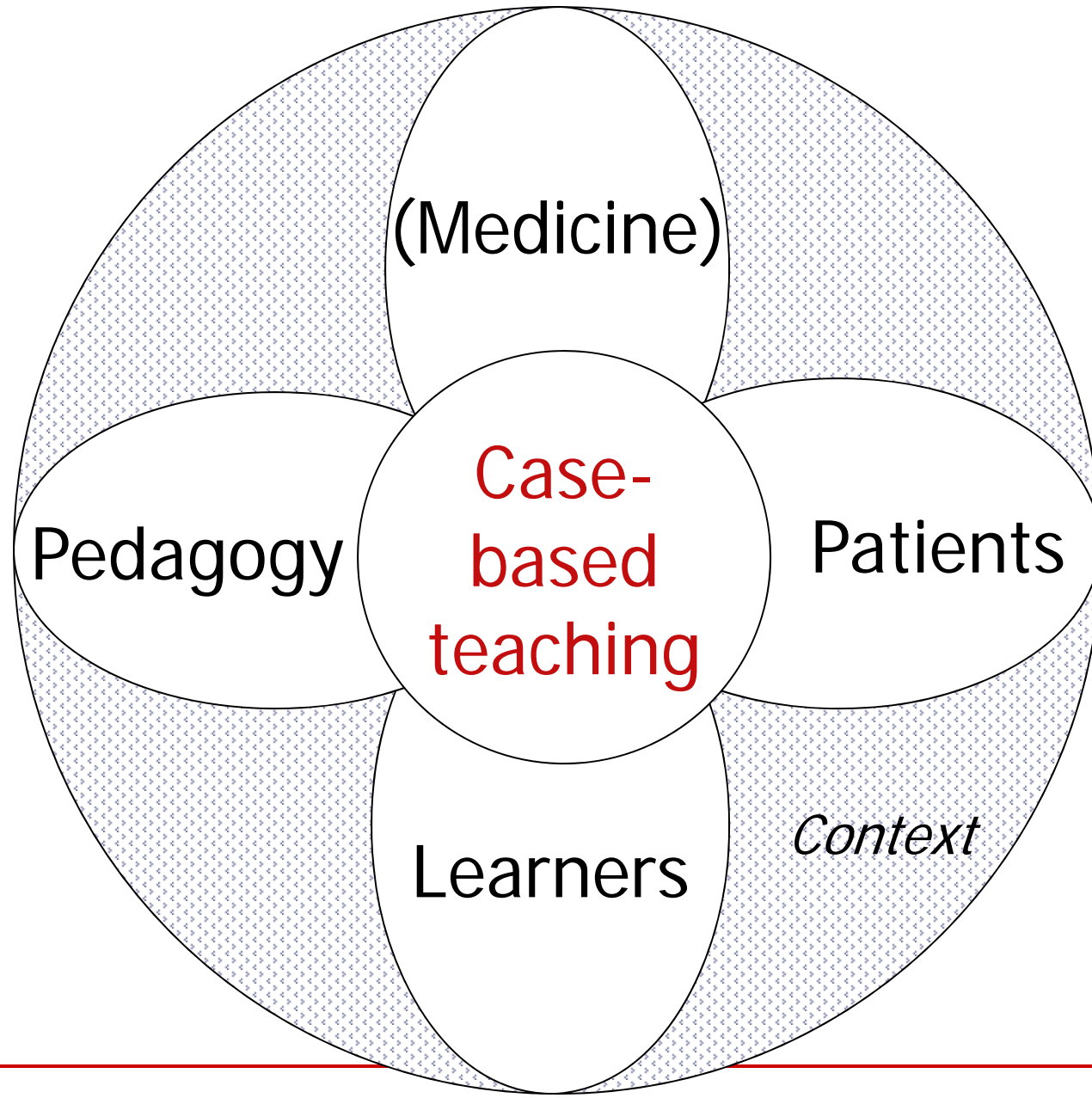
Who are the teachers?

- ❑ Teachers in clinical setting – any health professional who is...
 - *Providing patient care*
 - AND*
 - *Facilitating learning*

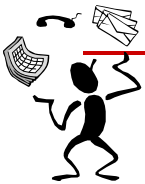
- ❑ Teachers in classroom setting
- ❑ Patients?



Clinical
teachers'
domains of
knowledge



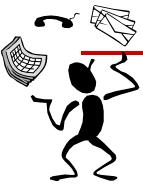
Irby '94



Who are the learners?

- ❑ Novice to colleague / practitioner
 - ❑ Different levels of learners on same team
 - ❑ Interprofessional learning teams

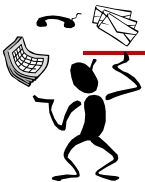
- ❑ Patients



Context

*Anywhere students, teachers (and patients) collide ...
and some places they don't*

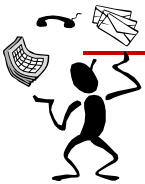
- ❑ Opportunistic
 - ❑ Patient-triggered
 - ❑ Learner-triggered
 - ❑ Teacher-triggered
- ❑ Extemporaneous
- ❑ 'Teachable moment'



2. A brief history of 'no time'

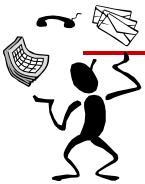


- ❑ Most common problem raised by teachers
- ❑ Teaching 'with time' is preferable
- ❑ 'No time' is context-based
- ❑ 'No time to teach' may also mean 'no time to learn'
- ❑ Time is elastic

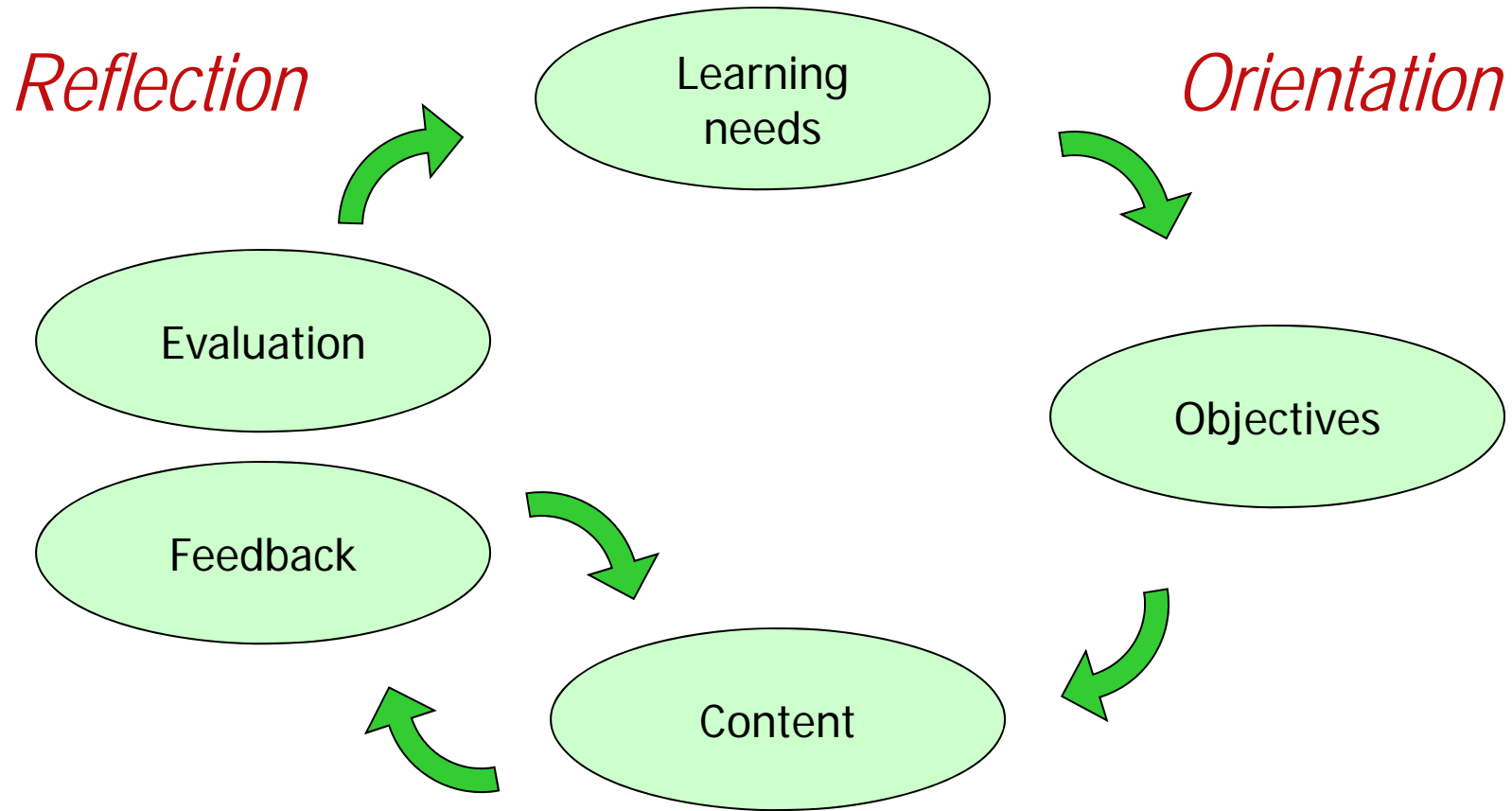


3. Education concepts

- a. The learning cycle
- b. Adult learning principles
- c. Cognitive apprenticeship
- d. The teachable moment
- e. Teaching scripts



a. The Learning Cycle

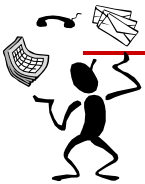


Strategies & Techniques



When teaching when time is limited think of the 'learning cycle'

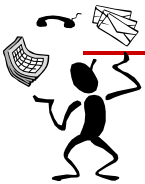
- And focus on one part of the cycle, one bit of content, or use one strategy or technique



b. Adult Learning Principles:

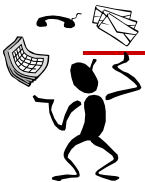
Students learn best when ...

- ❑ They are actively learning
- ❑ Their experience is used
- ❑ It is based on problems
- ❑ They can apply what they learn
- ❑ It is student-centered
- ❑ There is a positive learning environment
- ❑ They receive feedback



When teaching when time is limited use adult learning principles

- And let the learner
guide the learning



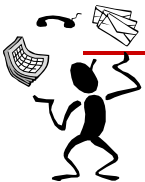
c. Cognitive apprenticeship

Modeling: master teacher demonstrates the skill, thought process or technique

Scaffolding: learner tries part with guidance

Coaching: verbal guidance only

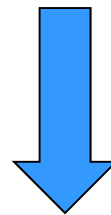
Fading: teacher withdraws, less guidance



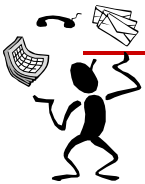
Directed learner



Directed self-learner

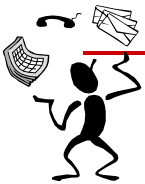


Self-directed learner



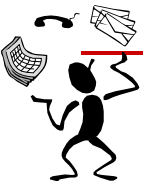
When teaching when time is limited
use the concept of cognitive apprenticeship

- To pick your strategy
and role related to the
learner's level



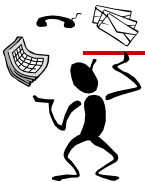
d. “Teachable Moments”

- ❑ A transient **opportunity** of high learner **readiness** to learn and a teacher variably poised to **make the most** of it
- ❑ Highly prevalent in clinical work contexts
- ❑ Examples?



Examples of Teachable Moments

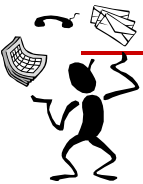
- ❑ A patient awaiting OR has to sign consent
- ❑ You need to change the insulin orders for a colleague's patient while you are on call
- ❑ There are 2 pages to answer, 6 new consultations to see, 8 patients to follow up on and you are already late for supper
- ❑ You discover that your patient has been given another patient's medication
- ❑ Your patient's MRI will only be done next week
- ❑ The most recent journal in your discipline features a study of a new procedure



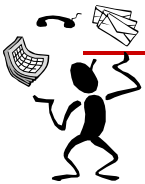
A teaching moment can be...

- ❑ A 5-minute discussion en route to lunch
- ❑ A case review / discussion at 02h30
- ❑ Formal bedside teaching rounds

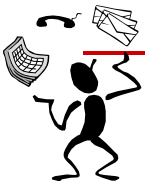
- ❑ A mini-lecture or formal class presentation
- ❑ A semester with a senior student
- ❑ ...



Springboard: word or phrase in your discipline	Content, Concept or Competency
	↔



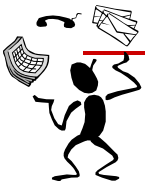
Teachable Moments:		NTTT Teaching Strategies:	Teaching Script
Clinical work event	What could you teach?	How would you teach it?	How can you re-use it?
<p>(Springboard)</p> <p><i>e.g.</i> YOUR limited teaching time clinical situation that you wrote down at the beginning of this session</p>	<p>Content, Concept or Competency</p>	<p>Choose a strategy that matches the goal and concept</p>	



e. Teaching Scripts

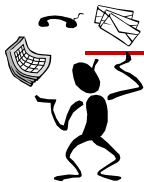
- ❑ Previously prepared, brief, semi-structured teaching
- ❑ Based on your experiences and observations:
 - ❑ Issues you commonly encounter in your practice
 - ❑ Previously observed trainee learning gaps
 - ❑ Level of competence of the trainee
- ❑ Combines teaching moment, knowledge of learner (s) & teacher expertise / experience
- ❑ Perceived by learners to be a reflection of quality
- ❑ Increases your 'repertoire' for teaching in-the-moment

Torre et al Academic Medicine 2005



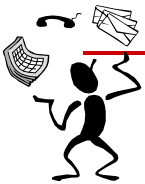
Education concepts related to 'no time' ...

- a. The learning cycle
 - Focus on one part
- b. Adult learning principles
 - Let learner guide
- c. Cog. apprenticeship
 - Pick your role, strategy
- d. Teachable moment
 - Use the framework
- e. Teaching scripts
 - Recycle your teaching

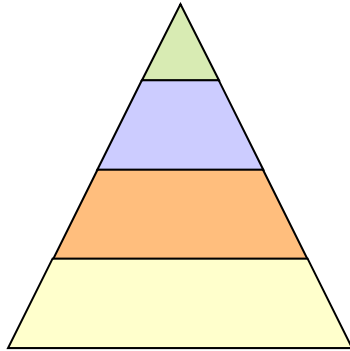


Using questions to promote problem solving

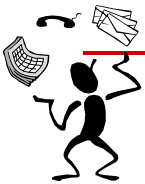
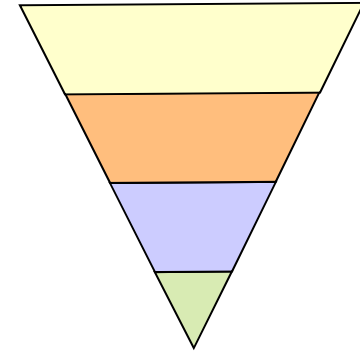
What's the most common teaching strategy used in clinical teaching...
at the bedside,
on the ward discussing a patient,
reviewing a patient in the ER?



Bloom's taxonomy



Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge



Evaluation

→ Choose best? Argue all sides?

Synthesis

→ Alternatives? New approach? Design?

Analysis

→ Differential Dx? Etiology?

Application

→ Use it? Given this patient ...?

Comprehension

→ Define? Interpret? Compare/contrast?

Knowledge

→ Who? What? Name? How many?



5. Key messages

- ❑ The contexts where teaching when time is limited are multiple and varied
- ❑ Effective teaching strategies used when time is limited can be linked to 'good' educational practice
 - ➔ Know the 'indications' for their use
- ❑ When time is not elastic, content is ...
 - ➔ Don't teach too much!

