 **Brief Teaching Sessions:
Practical Tips to Enhance
Learning**
Dec. 7, 2020

Completion of this session and submission of an evaluation form will be recognized as 1 contact hour.
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Also known as...
Hmmm ... What should they learn today?

And how will I teach it?

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Presenters:
Ken Peterson, FNP-BC, PhD
Mary Philbin, EdM

Both have nothing to disclose (unfortunately!).

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But first, a message from our organizers:

- This session will be **recorded**.
- Please include your **email in the chat** to document your attendance.
- **Successful Completion Requirements:**
 - Participants are expected stay throughout the duration of the session.
 - Attendance will be monitored by a coordinator; attendance will be tracked in the ZOOM chat.
 - Participants are required to complete an evaluation at the end of the session.
 - Certificates will be distributed via email within 6 to 8 weeks following the program.
- You will be emailed a link to the evaluation following the session. To receive **CEUs**, you must complete the evaluation.

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Learning Objectives:

- Participants will be able to:
- Describe 1-3 techniques for identifying learners' needs
 - Discuss 2-3 teaching strategies to support learning
 - List the steps in the One Minute Preceptor/Microskills of Teaching

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A "Needs Assessment" is a critical step that many of us skip

- What is it?
- Why do we do it?
(to get it "just right")
- Does this session meet *your* needs / expectations?
(we are modeling here!)



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Learning Objectives are designed to address an identified Need

- What is a learning objective?
- How do you set or write one?

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Learning Objectives come in three 'flavors'

- Knowledge
- Skills
- Attitudes or Values



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We may “teach on the fly” but we should be deliberate & employ effective methods and/or strategies

- Plan – consider who your learner is and what you know about the patient
- Engage learners
- Review / debrief

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Asking yourself *questions* is a good way to plan for teaching

- What do I hope to accomplish? – define your desired outcome
- Given the above, what is an appropriate learning objective (or 2)?
- Who are my learners – and will there be multiple levels of learners?
- How will I make this active – how will I engage the learners?
- How will I organize (sequence) my teaching? What information or skill needs to come first?

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Planning includes choosing techniques to engage learners

- Set the stage – give them context – what do you expect from them
- Use a “hook” – and the patient in front of you
- Demonstrate the relevance / importance of the topic
- Ask questions of the learners
 - What’s your experience with ...
 - What do you know about ... or want to know about ...
 - What if ...
- Ask them to take a minute to recall or reflect (individually)
- Have them discuss with each other: “Pair then Share”

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Asking learners questions prepares them to absorb new knowledge

It raises their awareness and readiness to learn


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Reviewing & debriefing help the learner 'own' the material and deepen understanding

- Most important: Provide **Feedback** on performance
- Review key points
- Answer questions
- Establish next steps for the learner – an Action Plan
- Get feedback on the session

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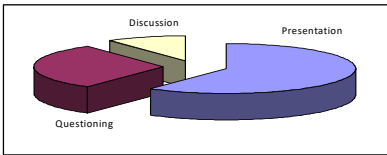
The One Minute Preceptor



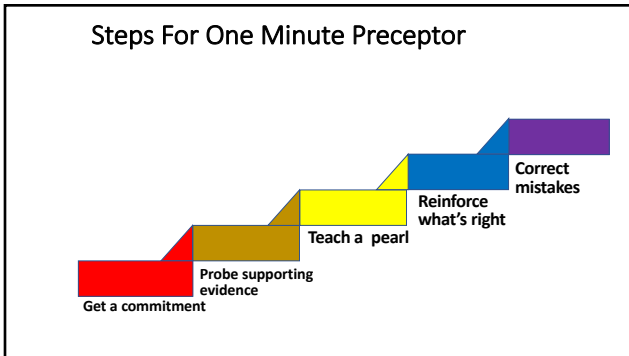
- Learner & teacher engaged
- Stresses clinical reasoning process
- Immediate feedback

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Typical teaching encounter



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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



Pearl: Ask Learner to end presentation with a summary statement

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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 General Principle – a Pearl

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



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Steps 4 & 5 are about Feedback

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Step #4: Tell them what was right

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



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Step #5: Correct mistakes

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



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Summary: One Minute Preceptor

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



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Take Home Points:

- Identify learner's needs to correctly target teaching
- Ensure success by planning your teaching sessions / encounters
 - Set some objectives for the learner
 - Identify your own objectives and desired outcomes
 - Know your audience
 - Deliberately engage learners
 - Provide feedback and action plans
 - Get feedback from the learners
- Try the One Minute Preceptor for effective and efficient teaching sessions

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What's Next ...

- What will you take away?
- How did this session work for you (this is us modeling asking for feedback)
- Ideas / requests for future sessions

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