

# Geriatric Fellows As Medical Educators (G-FAME)



Session #2

# GENERAL TIPS FOR TEACHING

during those  
busy days...



# TOPICS FOR TODAY

- One-on-one teaching
- Teaching principles for busy medical teachers
- Preview next session: Methods to make teaching easier and fun!

# BEFORE WE BEGIN...



- ▶ How was your experience with creating the mini-talks?
- ▶ Easy, difficult?
- ▶ How was it presenting?

Question for you...

What is the role of the  
teacher in medicine?

# SIX ROLES OF TEACHERS

1. Transmitting subject matter.
2. Providing explanations.
3. Directing learners towards what is important to learn.
4. Engaging in pedagogically purposeful conversations with learners.
5. Encouraging learners and rewarding them.
6. Providing feedback.

Question for you...

What are some settings  
that we frequently use  
***one-on-one*** teaching?

# COMMON SETTINGS

- Bedside hospital-based teaching
- Ambulatory clinic teaching
- “Sit down time” in our office/workrooms
- Informal “hallway” discussions
- Being approached as a resource person
- Research project mentoring



Another question for  
you...

What are some methods  
and approaches we can  
use in our one-on-one  
teaching?

# COMMON METHODS

- Demonstration
- Explanation with assignment
- Practice with supervision
- Practice with reflection (praxis)
- Role modeling
- **Mini-lectures**
- Feedback and evaluation sessions
- Indirectly – associated with provision of patient care or completing work tasks

Final question...

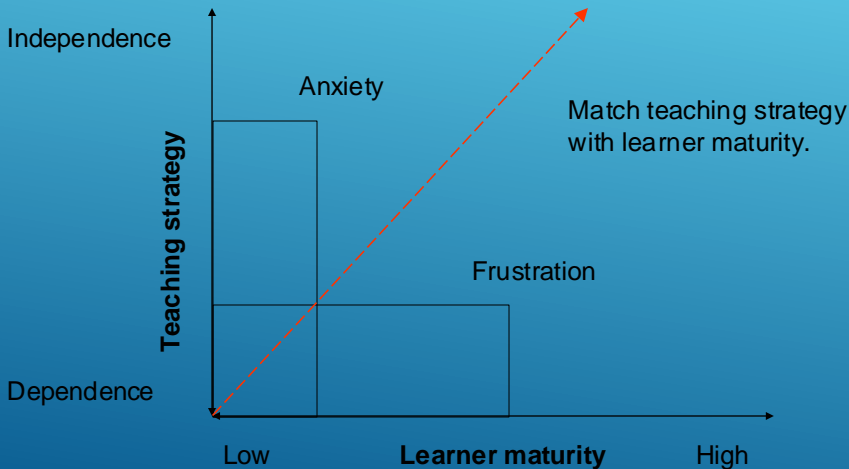
What are some  
challenges we face with  
one-on-one teaching?

# CHALLENGES TO ONE-ON-ONE TEACHING

- **Lack of time** to teach or prepare.
- Knowing what the learner needs or wants to learn.
- Lack of control over learning environment or patient opportunities.
- Knowing what methods are most appropriate for a given learner.

# LEARNING VECTOR

STRITTER, ET AL 1986



# ONE-ON-ONE TEACHING PRINCIPLES

- Teach in small bytes.
- Teach beyond the contact time.
- Be efficient!
- Remember that the little things matter.
- Use questions strategically.
- Focus on “facilitating learning”, not “teaching”.

# TEACH IN SMALL BYTES

- Frequent, brief
- Feedback.
- Teaching **general rules** related to the patients you see or topics you are discussing (vs. teaching whole topics at once).
- Regularly scheduled times for short discussions about topics or reviews of learning issues.

# GENERAL RULES

General rules are things that automatically come to mind when thinking about the issue being discussed.

- *“Whenever I see an older adult with a poor appetite, I need to consider constipation.”*
- *“Whenever I hit a snag in my literature review, here is what I do first...”*



# TEACH BEYOND THE CONTACT TIME

- Send the learner off with learning issues for them to prepare to share with you.
- Online or hardcopy readings you want your learner to review and be prepared to discuss with you.

# BE EFFICIENT!

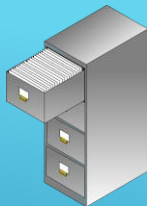
- Know your learner.
  - Their goals and expectations
  - Their past experiences
  - Their knowledge and gaps
- Use methods that are time-efficient.
- Use methods that distribute the learning, and don't overburden the teacher or learner.
- Create systems and get organized.



# GETTING ORGANIZED



# TEACHING FILES



- Thumb drive vs Cloud
- Dedicate it to your teaching files.
- Separate than your other personal files.
- Add as you acquire
  - #Powerpoint files
  - #PDFs of key articles.
  - #Handouts

# THE LITTLE THINGS MATTER

- Think out loud and ask lots of questions.
- Be a good role model.
- Evaluate and provide feedback.
- Negotiate and explain (roles of teacher and learner, expectations)
- Establish a trusting relationship.

# USE QUESTIONS STRATEGICALLY...

- Seeking clarification
  - *“Please explain what you mean...”*
- Probe reasoning
  - *“Why do you think that?”*
- Explore alternatives
  - *“What if that wasn’t the case?”*
- Probe understanding
  - *“So, could you please summarize our plan?”*
- Stimulate learning
  - *“So, what more could we learn?”*



# FACILITATE LEARNING

- In a busy clinical setting, there isn't enough time for "traditional teaching".
- We should focus more on supporting, fostering, and facilitating learning rather than "finding more time to teach".
- This requires deliberate action on our part as teachers.

# CONSIDER A DIFFERENT ROLE

- Change your focus from “*teaching more*” to “*helping others learn more*”.
- Don’t feel you need to be the “expert”. Your job is to help others learn.
- Incorporate simple tools to help your students and residents learn more.



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## ► Acknowledgement:



Ideas, concept and parts of several slides borrowed from Dr. Richard Kasuya. Professor of Medicine and Associate Dean of Medical Education at John A. Burns School of Medicine at University of Hawai'i at Manoa



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# Preview G-FAME...



1. Using "Magical" teaching phrases.
2. Introduce "PBL Microskills" of Teaching.
3. Easy "micro-lectures"
4. Use observation-stimulated learning.
5. Teach psychomotor skills.



QUESTIONS?  
COMMENTS?