

Time is not a teaching limitation

How to plan and execute a teaching session

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Introduction



Welcome



Part of the Primafamed Educational training series



Theory, Exercise, Theory



1 ½ hours



MESSAGE: Time is not a teaching limitation



Questions are welcome

Before you engage in training

Answer these questions



What should you train?



How should you train?



What is your message?



Constructive alignment



Biggs 1963

How should you train



Role modelling



Different methods for different skills



Lectures, simulation, observation, feedback

Message



- Relevant
- Clear
- Role model it
- Don't distract
 - Slides
 - Looks
 - Controversies

Now you can PLAN the session



Know your topic or touch up!



Know your Setting and Technical challenges



Time and timing

The context in South Africa - 5 Unit standards

UNIT STANDARD 1 (Revised)

Effectively manage him/herself, his/her team and his/her practice, in any sector, with visionary leadership and self-awareness in order to ensure the provision of high-quality, evidence-based care

UNIT STANDARD 2

Evaluate and manage patients with both undifferentiated and more specific problems cost-effectively according to the bio-psycho-social approach

UNIT STANDARD 3

Facilitate the health and quality of life of the family and community.

UNIT STANDARD 4

Facilitate the learning of others regarding the discipline of family medicine, primary health care, and other health-related matters.

UNIT STANDARD 5

Conduct all aspects of health care in an ethical and professional manner

Example: Unit standard 2: Managing patients

Evaluate and manage patients with both undifferentiated and more specific problems cost-effectively according to the bio-psycho-social approach



- Maternal care
How to perform a vacuum delivery



- Portfolio – DOPS, MiniCEX, Video
- OSCE station

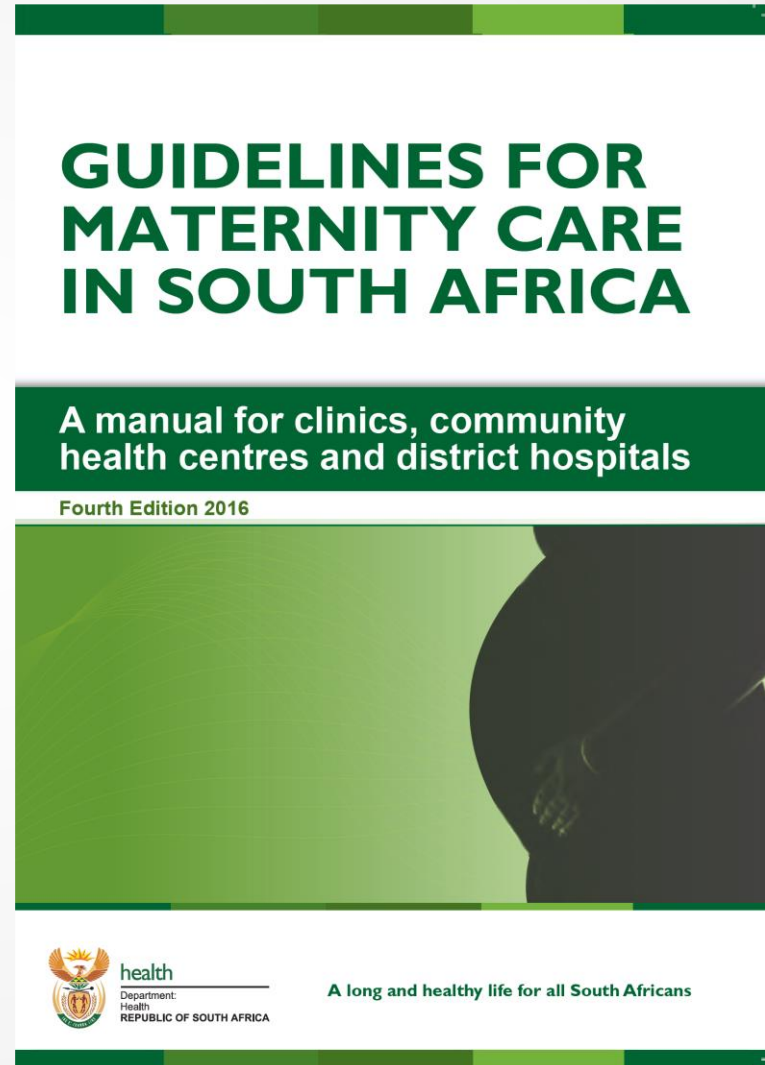
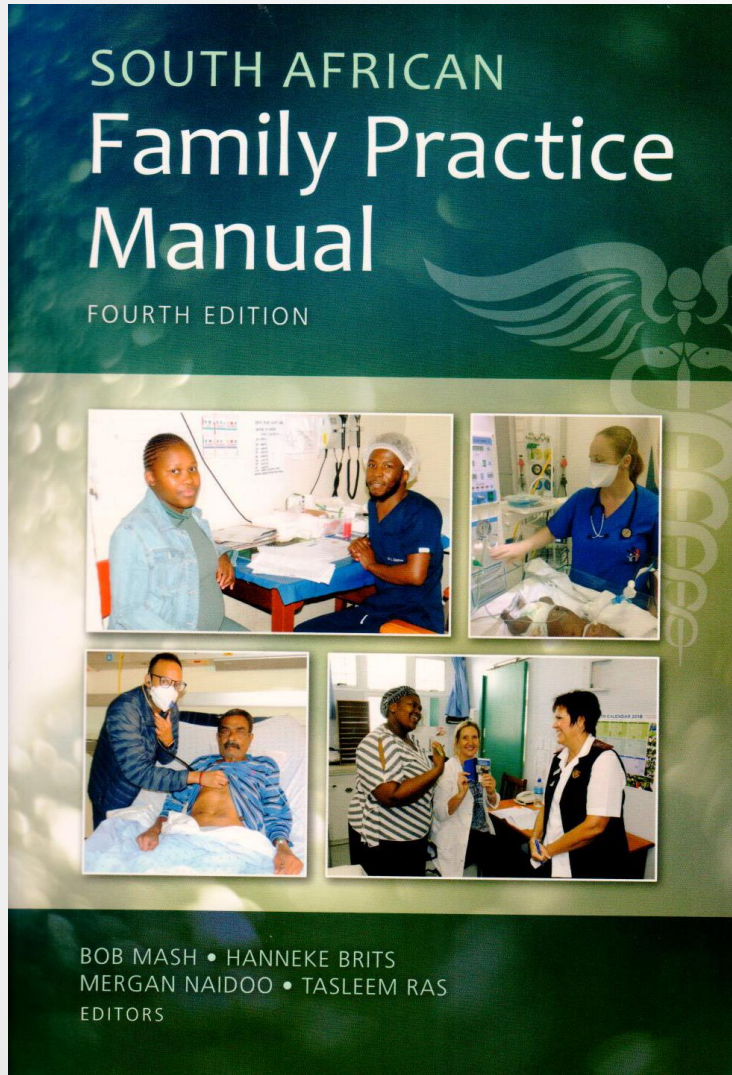


- Simulation unit
- Feedback on performance
- Observation of a vacuum delivery



- SA Family Practice Manual
- Handbook of Family Medicine

Content



Setting and technical challenges

- Space – How many people
- Confidentially
- Equipment
- Consumables

Time and timing

- Limited time
 - Explanation or demonstration
 - You don't need to do everything

“We're not too busy”:
Teaching with time constraints

BLOG
“We're Not Too Busy”: Teaching With Time Constraints on Rounds

Here, we propose two strategies for teaching in 30-second (focused), 2-minute (expanding), and 5-minute (conceptual) segments. Strategy 1 is based on selecting question words followed by an explanation, while Strategy 2 uses demonstrations, role modeling, and patient interactions. Given the time available, pick the strategy that works best for the lesson you want to convey.

Strategy 1: Teach through explanation by selecting introductory question words	Time available	Strategy 2: Teach through demonstration by role modeling
30 seconds (focused): Ask what/which? <ul style="list-style-type: none">• What are Charcot's triad and Reynold's pentad?• What are the layers of the abdominal wall?• Which aspirin dose is given in myocardial infarction?• Which antibiotic is inactivated by lung surfactant?		30 seconds (focused): Demonstrate physical exam features <ul style="list-style-type: none">• Orientation• Pupil reactivity• Skin turgor• Friction rub• Lung percussion• Admito• Peripheral edema• Babinski reflex
2 minutes (expanding): Ask why? <ul style="list-style-type: none">• Why does the heart look bigger in an anteroposterior film?• Why would you do a diagnostic paracentesis first?• Why is calcium low in tumor lysis syndrome?• Why would you give thiamine to an alcoholic?		2 minutes (expanding): Role model conversations <ul style="list-style-type: none">• Explaining how a surgical procedure is done• Reviewing discharge medication changes• Preparing a patient for how a stress test is performed• Helping a pediatric patient feel calm during an exam
5 minutes (conceptual): Ask how? <ul style="list-style-type: none">• How do you work up a fever in a newborn?• How does liver disease cause thrombocytopenia?• How do you decide which hypertension medication to give?• How does malignancy cause hypercalcemia?		5 minutes (conceptual): Set an framework for discussions <ul style="list-style-type: none">• Providing a framework for summarizing the plan of care• Using the SPIKES mnemonic¹ for delivering bad news• Explaining the risks/benefits/alternatives for a procedure/consent• Appropriately incorporating a live translator

Remember, for both strategies:

- Keep track of time while you teach. Teaching takes longer than it feels.
- Be specific rather than all-inclusive: Others will teach, too.
- Watch body language: Are the learners still paying attention?
- “Signpost” teaching: Make it obvious that you are teaching.

References:

1. Richardson JA, Coble A, Ross A, et al. No time for teaching? Inpatient attending physicians' workload and teaching before and after the implementation of the 2003 duty hours regulations. *Acad Med.* 2013;88:1793-1798.
2. Callaghan A, Shorrock M, Whittell L, Lippincott C, Cerasola M. A pilot study using minimal group techniques to assess residents' perceptions of successful attending rounds. *J Gen Intern Med.* 2008;23:1060-1065.
3. Baskin JL, Barrett J, Eisenstein E, et al. Redesigning rounds: toward a more purposeful approach to inpatient teaching and learning. *Acad Med.* 2015;90:400-403.
4. Gompel D, Zhang CH, Huang G, Smith C. The return of bedside rounds: An educational intervention. *J Gen Intern Med.* 2015;25:792-798.
5. Baskin JL, Buckman A, Lenz R, Gobet G, Reale EA, Kutler AP. SPIKES—A six-step protocol for delivering bad news: Application to the patient with cancer. *Ann Intern Med.* 2002;136:242-251.

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Limited time - Explanation

- 30 seconds – Ask **what/which** e.g. what are the indications for an AD or which device will you use in this case?
- 2 minutes – Ask **why** e.g. why should you not apply a vacuum in this case?
- 5 min – Ask **how** e.g. how would you explain the procedure to this mother?

Limited time - Demonstration

- 30 seconds – demonstrate a **clinical sign** e.g. cephalohematoma, 2nd-degree tear
- 2 minutes – **role model** a conversation e.g. explain to the patient how a procedure is done
- 5 minutes – role model a **'framework'** e.g. SPIKES for bad news after the baby died

Timing

- Correct 'incorrectness' immediately
- Emphasise as you work or train
- Ensure that the student is ready
- HALT
 - Hungry, Angry, Late, Tired

Message

Time is not a teaching limitation



Groups

PLAN a teaching session for a first-year registrar

Outcome	Assessment	Method	Content	Material	Time	Message
1. Conduct a brief motivational interview						
2. Perform a safe caesarean section						
3. Manage involuntary admission for a patient with acute psychosis						
4. Phone a senior to ask for help as the patient deteriorated						
5. Perform a training session at the hospital's Diabetes day						

Implementing the training



Connect



Clarify



Conduct



Conclude

Connect

- Connect
 - Audience
 - Outcome – Safe vacuum delivery
- Safe and supportive environment
- Build rapport and create trust
- Identify any burning issues
- Reduce any other barriers
- Keep it relaxed and enjoyable
- Part of a larger journey – Maternal care



Clarify

- **Negotiate and agree – Should we discuss VD**
- Learning needs – theoretical knowledge, saw it, simulation
- Approach
- Timing and length of session

Conduct

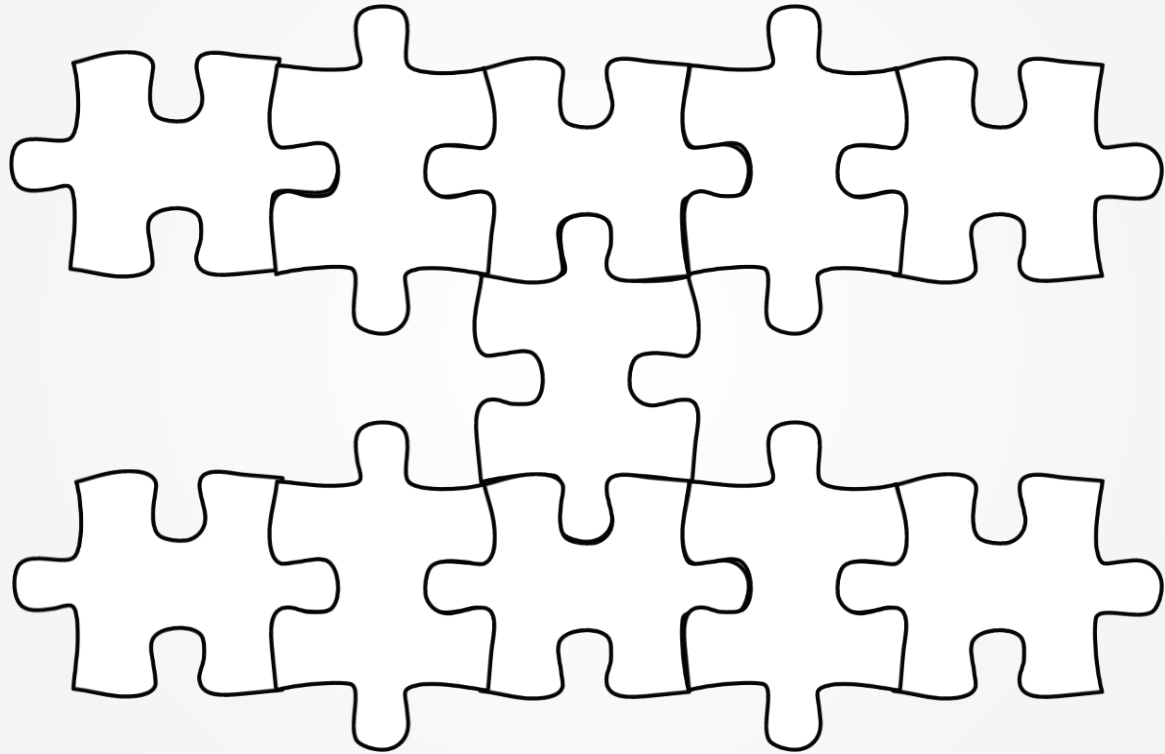
- Keep your clear MESSAGE in mind
- Be learner centred throughout
- Engagement
- Say/show/practice



Conclude

- Questions?
- Summarise learning points
- Way forward
- Evaluate the session / get feedback

Any Questions?



Summary



Alignment



Planning



Conducting



Message

Thank You

Time

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