LEARNING CLIMATE: ENHANCING TEACHING EFFECTIVENESS

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WHAT ARE YOUR GOALS FOR THIS WORKSHOP?
“INSIDE EVERY GREAT TEACHER, THERE IS AN EVEN GREATER ONE WAITING TO COME OUT”

ANONYMOUS
GOALS FOR PARTICIPANTS

- Reflect on your performance as a teacher
- Define key educational concepts in clinical teaching
- Recognize the importance of an effective learning climate in teaching and in medicine
  - Recall key principles for establishing and maintaining an effective learning climate
  - Identify and practice behaviors that are proven to enhance a teacher’s ability and versatility
- Provide a forum for collegial exchange
ROAD MAP

- Introduction (5 mins.)
- Overview of Effective Teaching (10 mins.)
- Introduction of SFDP framework (25 mins.)
- BREAK (5 mins.)
- Learning Climate Minilecture (20 mins.)
- Discussion and Wrap Up (10 mins.)
WHAT MAKES A GREAT TEACHER?

Who is your most memorable teacher?

Why?
BARRIERS TO TEACHING

- Most of us are very enthusiastic about teaching and want to do it well
- Time constraints
  - Scheduling
  - Prep time
- Lack of confidence
  - Content
  - Teaching skills
- Fear of not doing it well
- Different learners and styles
ROLES OF CLINICAL TEACHERS

- Formal Curriculum
  - Supervision and teaching through the daily activities of the team

- Informal Curriculum
  - Role modeling

ROLES OF CLINICAL TEACHERS

- **Role modeling:**
  - Professionalism: Attitude, work ethic, responsibility
  - Communication skills
  - Team work/interactions with others
  - Balance
  - Self directed learning

KEYS TO EFFECTIVE TEACHING

- Make it interactive (adult learning)
  - Involves the learner
  - Encourages deeper understanding, not rote memorization

- Feedback and Practice
  - Students rate giving feedback as an essential quality of an effective clinical teacher

WHAT CAN WE TEACH?

- **Knowledge**
  - Differential diagnosis of dyspnea
  - Pathophysiology of heart failure

- **Skills**
  - Recognition of an S3
  - Breaking bad news

- **Attitudes**
  - Respect for patient dignity
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VIDEO CLIP

- Stanford University
- Actual teaching encounters
- Scripted and played by others
General Model
Educational framework for the analysis and improvement of clinical teaching

- Composed of 7 categories based on:
  - Educational and psychological theories of learning, AND
  - Empirical observation of clinical teaching

Teaching interactions involve specific behaviors that can be observed, modified and adapted to improve teaching

Categories

- Key components
  - Specific teaching behaviors

- Low inference vs. high inference
SFDP EDUCATIONAL FRAMEWORK

- LEARNING CLIMATE
- CONTROL OF SESSION
- COMMUNICATION OF GOALS
- PROMOTION OF UNDERSTANDING & RETENTION
- EVALUATION
- FEEDBACK
- PROMOTION OF SELF-DIRECTED LEARNING
FUNCTIONS OF THE FRAMEWORK

- Organize observations about teaching
- Provide a common language
- Provide the basis for comprehensive analyses
- Classify problems
- Generate solutions
- Allow for experimentation
Critical Aspects of Teaching and Learning

CONTEXT

TEACHER

CONTENT

LEARNER
CLINICAL TEACHING FRAMEWORK

TRANSLATED

- **Learning Climate**
  - Does the learner want to be there?

- **Control of Session**
  - Is the teaching session organized and efficient?

- **Communication of Goals**
  - Where should the learner be after the session?
  - How will he/she get there?
  - How will we know when they get there?

Stanford Faculty Development Program
Promotion of Understanding and Retention
- Could the learner explain it tomorrow?

Evaluation
- Where is the learner?

Feedback
- What has the learner learned about his/her performance?

Promotion of Self Directed Learning
- What will the learner(s) do differently after the session?

Stanford Faculty Development Program
Categorize your observations using the SFDP framework
SFDPaneal Educational Framework

- Learning Climate
- Control of Session
- Communication of Goals
- Promotion of Understanding & Retention
- Evaluation
- Feedback
- Promotion of Self-Directed Learning
IF THE BUM IS NUMB, THE BRAIN IS THE SAME.
ROAD MAP

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Think of the last teaching encounter where you really wanted to be there...

Hint: the answer is NOW 😊
“The secret of education is respecting the pupil”  
*Ralph Waldo Emerson*

**Definition:** the tone or atmosphere of the teaching setting, including:
- Whether it is stimulating
- Whether learners can comfortably identify and address their limitations

- *Do the learners want to be here?*
- *Do the learners feel comfortable asking questions?*
Educational Purpose: sets the stage for the teaching interaction
LEARNING CLIMATE

- **Timing**
  - Initial
  - Ongoing

- *Think of it as the “temperature in the room”; set it at the beginning of the interaction and check it periodically throughout*
LEARNING CLIMATE - KEY COMPONENTS

- Stimulation
- Learner Involvement
- Respect and Comfort
- Admission of Limitations
LEARNING CLIMATE

- **Stimulation:**
  - Show enthusiasm for topic and learners
  - Show interest through body language
  - Use animated voice
  - Provide conducive physical environment
  - Counteract natural decrement in attention
LEARNING CLIMATE

Learner Involvement:
- Look at learners
- Listen to learners
- Encourage learners to participate
- Avoid monopolizing the discussion
LEARNING CLIMATE

Respect and Comfort:
- Use learners’ names
- Acknowledge problems/situation faced by learners
- Invite learners to express opinions
- State respect for divergent opinions
- Avoid ridicule, intimidation, interruption
LEARNING CLIMATE

- Admission of Limitations:
  - Admit own errors or limitations
  - Avoid being dogmatic
  - Acknowledge limitations in learners
  - Invite learners to bring up limitations
  - Acknowledge limitations in content of medicine
  - Acknowledge limitations in context of medical education
THE STARLING CURVE IN EDUCATION
THE STARLING CURVE IN EDUCATION

Learning vs. Stress

TIMID MS1

SURGERY ATTENDING
The impact of teacher characteristics on interactions with learners in a teaching setting (my definition)

Key teacher characteristics that affect it:
- Status (relative difference in rank, title etc.)
- Affect (mood, demeanor etc.)
- Stanford University
- Actual teaching encounters
- Scripted and played by others
Learning Climate: Model II
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LEARNING CLIMATE EXERCISE

Reflect for a minute on the following:

- Which of the four components of Learning Climate do you think you do best?
- Which is the area in which you need the most improvement?
  - What specific behavior might you try to do more of?

Turn to your neighbor and discuss your reflections.
What challenges do you see with regard to LC in the following settings?

- On the wards
- On consults
- In clinic
LARGE GROUP DISCUSSION
EDUCATIONAL FRAMEWORK

- LEARNING CLIMATE
- CONTROL OF SESSION
- COMMUNICATION OF GOALS
- PROMOTION OF UNDERSTANDING & RETENTION
- EVALUATION
- FEEDBACK
- PROMOTION OF SELF-DIRECTED LEARNING
Teaching interactions involve specific behaviors that can be observed, modified and adapted to improve teaching.

Reflection on your own teaching can enhance it and help you identify areas for improvement.

Collegial exchange about teaching is an effective way to enhance your versatility as a teacher.
Learning Climate is a crucial component of all teaching interactions.

Recall key principles for developing and maintaining an effective Learning Climate:
- Stimulation
- Learner Involvement
- Respect and Comfort
- Admission of Limitations

Practice what you learned today!!
CLOSING

- Workshop Evaluations
- Sign in sheet