Roadmap

- Fellow as a Teacher
- Five Microskills of Clinical Teaching
- Do's and Don't's of a Chalk Talk
- Take Home Points
The Fellow as a Teacher
The Fellow as a Teacher

Good Examples
## The Fellow as a Teacher

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Benefits</th>
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Promoting Retention

Learning Pyramid

- Lecture: 10%
- Reading: 20%
- Audiovisual: 30%
- Demonstration: 50%
- Discussion: 75%
- Practice doing: 90%
- Teach others: 100%

Source: National Training Laboratories, Bethel, Maine
Learning levels

- **Early Learners:**
  - Teach less and they learn more
  - Focus on the methods of teaching instead of the details
  - Emphasize understanding over memorization of details
  - Use assigned reading for details

- **Advanced Learners:**
  - Find and fill in knowledge gaps
Advanced Organizers

- Mental constructs useful to organize knowledge
- Acronyms, pneumonics, algorithms and diagrams
- Increases retention of material taught
Self Directed Learning

Give a man a fish, and he’ll eat for a day. Teach a man to fish, and he’ll eat for a lifetime.

- Chinese proverb
Promotion of Retention

- The resident picks one patient they have seen and reads about their main problem.
- The resident then applies what they read to their patient.
- Observing, reading, then applying promotes retention.
Promoting Retention

- **Ask lots of questions**
  - Helps the learner recognize their deficiencies
  - Lets you know on what level to teach
  - Encourages active participation instead of passive learning
Promoting Retention

- Ask lots of questions
  - The Socratic method of teaching
    - Use a series of easy questions to guide learners through an advanced topic
    - Great way to teach basic pathophysiology
  - Ask questions about things you already taught…repetition, repetition, repetition
Five Microskills of Clinical Teaching

Objective: You will be able to explain the rationale behind, list, and use the 5 microskills of clinical teaching.
A coach is someone who can give correction without causing resentment.

- John Wooden
The “One Minute Preceptor”

10 Minutes of “Teaching Time”...

- Questioning: 3 Minutes
- Discussion: 1 Minute
- Presentation: 6 Minutes
5 Microskills Situations

- Inpatient presentations
- Outpatient presentations
- When asked a question
- After seeing a new patient with a resident
Preceptor-Learner Interaction Simulation
What went wrong?
5 Microskills Model

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules
4. Reinforce what was done right
5. Correct mistakes

1. Get a commitment

Get a Commitment

- How do you obtain a commitment?

- Examples:
  - What do you think is going on with this patient?
  - How do you want to workup this patient?
  - What would be your initial approach to the management of this patient?

- Why is this important?

- Supportive environment

5 Microskills Model

1. Get a commitment

2. Probe for supporting evidence

Probe for Supporting Evidence

- Suppress the desire to pass judgment

- Examples
  - What were the major findings that led to your diagnosis?
  - What else did you consider? What kept you from those other choices?
  - What factors did you consider when choosing those antibiotics?

5 Microskills Model

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules

Teach General Rules

- You have diagnosed your learner!

- Tips
  - Keep the information general
  - Avoid anecdotes and idiosyncratic preferences

- Examples
  - Patients with pancreatitis usually present with...
  - Causes of FUO are broken into the...

Wrong: “No you don't need to get a CT scan on Mr. Jones”

Right: In patients with a history and physical exam consistent with pancreatitis and an elevated lipase, you don't need a CT scan to make the diagnosis.
5 Microskills Model

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules
4. Reinforce what was done right

Reinforce what was done right

http://www.youtube.com/watch?v=-63ysqT5nu0
Reinforce what was done right

- Why is it important?
- Focus on specific observations
- Example
  - Your considered the patient’s finances in your selection of therapy. Your sensitivity to this will certainly contribute to improving his compliance.

5 Microskills Model

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules
4. Reinforce what was done right
5. Correct mistakes

Correct Mistakes

- Find the correct space and time
- Be specific
- Examples
  - You could be right, this liver transplant patient could have C. difficile infection, given low sensitivity of the toxin assay, but CMV colitis can occur with negative blood PCR. We should probably perform a colonoscopy.
5 Microskills Model

1. Get a commitment
2. Probe for supporting evidence
3. Teach general rules
4. Reinforce what was done right
5. Correct mistakes

Five Microskills Simulation
Chalk Talk Tips

I will not waste chalk
I will not waste chalk
I will not waste chalk
I will not waste chalk
I will not waste chalk
I will not waste chalk
I will not waste chalk
Goal

- To give you practical helpful tools to succeed in giving great chalk talks
Chalk Talks

Definition

- Presenter lead discussion about a defined topic
- With or without writing
- 5 minutes – 1 hour
- Usually a small audience
- NOT a formal powerpoint lecture
Name 2 attributes of great chalk talks
Chalk Talks

- Name 2 attributes of terrible chalk talks

Knowledge?
Considerations

- Who is your audience?
- How much time do you have?
- What is the setting?...Learning environment!
- Is the audience’s priority the talk?...choose a good time to give the chalk talk.
What is the goal of a chalk talk?

- Retention
  - Less is more
  - For details ➔ give handouts or articles
What is the goal of a chalk talk?

- **Retention**
  - Less is more
  - For details → give handouts or articles

- **Use Advance Organizers**: mental constructions useful to organize knowledge
  - Acronyms
  - Pneumonics
  - Algorithms
Chalk Talk Examples

- Approach to Elevated LFT’s
- Approach to Hypercalcemia
- Approach to Chest pain
- Approach to Hyponatremia
- ACLS
- Ventilator Management

What are your favorite chalk talks to give?
What should I talk about?

- Chalk talk on a common presentation the team will encounter
- Chalk talk on a topic the team had deficient knowledge in
- Chalk talk on a problem the team has recently seen
Build a Repertoire

- Develop a list of chalk talks of various topics
  - Allows you to give learners choices
  - Allows you to utilize talks at key moments

- Make the talks flexible
  - Small sections that make up a larger talk
It’s a Performance

- Rules for speakers:
  - Enthusiasm and Energy
  - Use “the pause” effectively
  - Make eye contact
  - Use learner’s names
  - Use humor
Hook Them Early

- Tell them what you are going to accomplish with your talk
- Establish relevance
Tell a story

- Make it Case-Based
  - Refer to patients your team has managed
  - The more anecdotes the better

- Adult Learning Theory
  - Learning must be relevant
  - Need to know why before committing to learn
  - Adults Learn best via “real world” examples: Case Based Discussions
Take Home Messages

- Have take home points (1-3)
  - Repeat them, repeat them, repeat them
  - Have an anecdote or story or case about each
Two functions of Questions:
- To establish baseline understanding of a concept
- To evaluate understanding of a concept you have reviewed
Interaction

- It must be interactive
Feedback

- After you have given a talk get feedback
Practice, practice, practice
Take Notes

- Observe others giving chalk talks and what effective behaviors they have
- Steal good topics
ACP Teaching Medicine Series

Teaching in the Hospital

Teaching in Your Office
A Guide to Instructing Medical Students and Residents, Second Edition