Improving Teaching Skills through Peer Mentoring

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Objectives

Following this workshop, participants will be able to:

• Identify and discuss themes of common teaching challenges

• Utilize “step-back” coaching methodology for faculty development or other projects

• Describe evidence based strategies to address some of the common teaching challenges

• Identify at least one specific change to improve personal teaching based on feedback received
Teaching challenges
Teaching on the Fly
Elements of Expert Clinical Teaching

- Brief
- Memorable
- Well-organized
- Preparation
- Reflection
Clinical Teaching Scripts

- Knowledge of Context
- Knowledge of Medicine
- Knowledge of Learners
- Knowledge of Patient
- Knowledge of Pedagogy
Teaching Script: Framework

• Clinical trigger
• Evaluation of the learner
• Choose a teaching technique
• 3 to 5 teaching points, adapted to learners
• Often based on anticipated learner errors
Tips for Improving Scripts

- Preparation - brief, memorable, well-organized
- Focus on foundational concepts
- Practice
- Reflect
- Grow and innovate scripts over time
- Opportunity for faculty development
References

Teaching to Multiple Levels of Trainees
Asking Questions

- During rounds, preceptors often ask questions of trainees:
  - Engage learners
  - Promote higher order thinking

- Questions can be utilized to improve:
  - Efficiency
  - Teaching toward the “learning gap” of your students
  - Formative Assessment
Bloom’s Taxonomy: An Organizational Framework

The Cognitive Domain

Bloom’s Taxonomy

Evaluation
Verbs: appraise, assess, criticize, defend, evaluate, justify, support

Synthesis
Verbs: compile, create, develop, generalize, integrate, propose

Analysis
Verbs: analyze, compare, contrast, differentiate

Application
Verbs: apply, carry out, construct, demonstrate, operate, produce, use

Comprehension
Verbs: comprehend, condense, describe, discuss, distinguish, interpret, locate

Knowledge
Verbs: define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state

6 Levels in the Cognitive Domain of the Taxonomy

Information at each level
## Utilizing Bloom’s Taxonomy

### Probing Questions

<table>
<thead>
<tr>
<th>Cognitive Domain Category</th>
<th>Corresponding Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Identify, List, Locate, Outline, Name, Recite, Repeat, State, Select, “Tell me”</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Compare, Defend, Describe, Distinguish, Discuss, Estimate, Explain, Generalize, Paraphrase, Predict, Relate, Report, Summarize</td>
</tr>
<tr>
<td>Application</td>
<td>Apply, Choose, Interpret, Model, Modify, Solve</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyze, Categorize, Clarify, Compare, Conclude, Debate, Differentiate, Examine, Sort</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Compose, Develop, Devise, Formulate, Generate, Hypothesize, Organize, Plan, Revise, “What if”</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Appraise, Assess, Conclude, Criticize, Critique, Judge, Justify, Recommend, Solve, Weigh</td>
</tr>
</tbody>
</table>

Simple

Complex
A Study of Bedside Rounds

44%

Percentage of Time

Bloom's Cognitive Domain Category

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

ICC: 0.853 to 0.996

P: < 0.001

Petersen TL, Ryan CB, Brannen ML, Marcdante KW. 2012
Effective Use of Questions

- Keep atmosphere positive
- Ask fewer questions while utilizing a “question hierarchy”
- Give trainee time to think and answer
- Reinforce what was done right
- Correct Mistakes
References

Giving Difficult Feedback
**Terminology**

- Assessment
- Feedback
- Evaluation

**Assessment**
- is ongoing
- is positive
- is individualized
- provides feedback
- require criteria
- use measures are evidence-driven

**Evaluation**
- provides closure
- is judgmental
- is applied against standards
- shows shortfalls

**Both**
Addressing the Problem

● Why is it challenging?

● What are the barriers?

● Why is it important?

# Guidelines for Giving Effective Feedback

Guidelines for Giving Feedback

<table>
<thead>
<tr>
<th>Feedback should be undertaken with the teacher and trainee working as allies, with common goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback should be well-timed and expected</td>
</tr>
<tr>
<td>Feedback should be based on first-hand data</td>
</tr>
<tr>
<td>Feedback should be regulated in quantity and limited to behaviors that are remediable</td>
</tr>
<tr>
<td>Feedback should be phrased in descriptive nonevaluative language</td>
</tr>
<tr>
<td>Feedback should deal with specific performances, not generalizations</td>
</tr>
<tr>
<td>Feedback should offer subjective data, labeled as such</td>
</tr>
<tr>
<td>Feedback should deal with decisions and actions, rather than assumed intentions or interpretations</td>
</tr>
</tbody>
</table>
Lessons Learned

- Be curious and open-minded
- Know your audience well
- People want to be told
- Change your frame of mind
- Behaviors vs characteristics
- Encourage self reflection and awareness