

i The Alliance for Academic Internal Medicine Faculty Development Toolbox provides peer-reviewed tools to enhance faculty development and engagement.

Teaching Up the Ladder: Strategies for Meeting Your Trainees' Clinical Learning Needs at Every Level PART 2

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Brief Description:

This workshop provides faculty with the tools to individualize learning for each trainee and teach to multiple levels of learners within the complex clinical environment. This highly interactive workshop is designed to give faculty a toolkit that will enhance clinical teaching through deliberate practice. The workshop is presented in a “teach the teacher” format, allowing for easy dissemination of the material through faculty development at the participant’s home institution.

Learning Objectives (please provide at least two learning objective):

1. Characterize methods used by exceptional clinical teachers to effectively gauge and teach to a learner’s level.
2. Discuss multi-level teaching techniques, including appropriate and safe use of questioning as a teaching tool.
3. Practice concrete strategies for engaging varying levels of learners in the same clinical teaching encounter.

Equipment Required: Computer with LCD projector for PowerPoint Slides, handouts

Total preparation time: 30 – 60 minutes depending on level of facilitator experience

Total time commitment for learner: 60 – 90 minutes

Ideal audience size: 10 – 50 learners with 1 – 3 facilitators

Is activity a one-time activity or a series of activities: One-time activity, although there is potential to

either divide this activity into shorter modules, create follow-up sessions or provide one-on-one coaching sessions

Intended Faculty Audience:

• Hospitalist	• Outpatient Faculty
• General Internist	• Inpatient Faculty
• Specialist	• University Faculty
• Community Faculty	• New Faculty
• Volunteer Faculty	• Experienced Faculty
Comments: This session is intended for any faculty member working with trainees. The session can also be used for any faculty supervising advanced practice providers.	

Delivery Type

- Didactic training
- Self-directed
- One-on-one coaching
- Other (please describe): _____

PREPARATION
Desired Background/Qualifications for Instructor or Facilitator:

Facilitator should have at least one year of experience as a clinical faculty member, preferably with a good track record of strong teaching. In addition, the faculty developer leading the session should be skilled in small group facilitation.

Preparatory Steps

Preparations and Considerations	Description
1.	At least two weeks prior to the session, carefully review the slide set, handouts and recommended articles listed in the reference section.
2.	Feel free to adjust the slide set as needed so you can tailor the information to your audience.
3.	On the day prior to the workshop, please print out the handouts for the session.
4.	On the day of the workshop, arrive early to ensure that the AV equipment is working and the room is set up as needed.
5.	Review the slide set with your audience, facilitate the interactive small group sessions and give the participants the recommended session handouts

ACTIVITY

Based on the delivery mode(s) selected above, complete the following table(s) below

Didactic Training

The PowerPoint slides provide the foundation for this activity. The small group activity worksheets should be given to the participants at the start of the session. The handouts summarize the key points from the session and can be given to the participants at the end of the session.

Steps	Description	Estimated Time	Slide Number
1	Welcome participants and introduction	1 minute	1 - 2
2	Objectives and session road map	2 minutes	3 - 5
3	Techniques for teaching multi-level learners	20 minutes	6 - 20
4	Small group activity #3 (Role play + Debrief)	20 minutes	21 - 26
5	Take Home Points	2 minutes	27
6	References	N/A	28
Total		45 minutes	

Self-Directed Training

The PowerPoint slides provide the foundation for this activity. The handouts summarize the key points from the session and can be given to the participants at the end of the session. Faculty members interested in learning more can be directed to review the slides, handouts and articles provided.

Steps	Description	Estimated Time	Slide Number
1	Review slides (see above for breakdown)	30 minutes	1 – 28
2	Review articles	15 minutes	
3	Review handouts	15 minutes	
4	Apply information learned to your daily practice		
Total		60 minutes	

One-on-one Coaching

The PowerPoint slides provide the foundation for this activity. The handouts summarize the key points from the session and can be given to the participants at the end of the session. This can be used to remediate faculty members who are struggling with their teaching.

Steps	Description	Estimated Time	Slide Number
1	Prior to meeting with the faculty member in need of coaching, carefully review the slides, articles and handouts	30 minutes	1 - 28
2	Teach faculty the techniques listed in the PowerPoint	15 minutes	6 - 20
3	Engage faculty in small group activity #3 (role play)	15 minutes	21 - 26
4	Debrief with faculty	15 minutes	
Total		75 minutes	

FOLLOW UP

Didactic Training

Steps	Description	Estimated Time
Evaluation and Assessment	<ul style="list-style-type: none"> At the end of the session, participants can complete a session evaluation. Can consider implementing the techniques learned in one-on-one coaching for faculty and assess the faculty's pre- and post-intervention teaching scores 	N/A
Dissemination of Results	N/A	N/A

EVALUATION AND OUTCOMES

Source	Description
N/A	N/A
N/A	N/A

FURTHER STUDY/REFERENCES:

- Certain LK, Guarino AJ, Greenwald JL. Effective multilevel teaching techniques on attending rounds: A pilot survey and systematic review of the literature. *Med Teach*. 2011;33(12):e644-e650.
- Gonzalo JD, et al. The Art of Bedside Rounds: A Multi-Center Qualitative Study of Strategies Used by Experienced Bedside Teachers. *JGIM*. 2012;28(3):412-420.
- Quigley PD, Potisek NM, Barone MA. How to "ENGAGE" Multilevel Learner Groups in the Clinical Setting. *Pediatrics*. 2017;140(5)e20172861.
- Tofade T, Elsner J, Haines ST. Best Practice Strategies for Effective Use of Questions as a Teaching Tool. *American Journal of Pharmaceutical Education*. 2013;77(7):Article 155.