



# Teaching on the Run

## RANZCP

### Learning and Teaching



# Outcomes

- Explore trainee experiences
- Incorporate principles about teaching and learning into your teaching
- Give effective feedback
- Increase confidence in teaching ability



# Plan

1. Discussion - experiences
2. Video - discussion
3. Microteaching session
4. Summary - evaluation



**With regards to learning, what  
was the best part of your  
psychiatric training?**



**With regards to learning, what  
was the worst part of your  
psychiatric training?**



# Trainees learn best when ...

- Clear goals are set
- Set at appropriate level
- Personalised - meets needs
- Active involvement
- Supported
- Regular feedback
- Time for reflection



# Video Activity



# Case Based Discussion

What:

Presentation and discussion of a case

When:

1 hour teaching time





# Types of questions

## Open vs Closed

- “What is.....“ *Factual knowledge*
- “Explain.....” *Comprehension*
- “What if.....” *Apply knowledge*
- “Consequences? “ *Analysis*
- “Alternatives?” *Synthesis*
- “Likely outcome?” *Reflect and evaluate.*
- “.....unclear about?” *Focus on uncertainties*



# Professional Presentation

**What:**

Observation of a trainee presentation

**When:**

Clinical meetings, grand rounds, journal club, presentation of audit, student teaching



# Microteaching



# Planning to teach

SET

DIALOGUE

CLOSURE



# Giving feedback

- Positive critique
- Person-centred 4-step approach
  1. Ask the person what went well
  2. Ask the participants what went well
  3. Ask the person how they might improve
  4. Ask the participants for areas to improve
- Professional Presentation assessment form



# Group Details




# Planning to teach

SET

DIALOGUE

CLOSURE



# Set

**Roles** (teacher, learner, patient)

**Outcomes** (what are they going to learn?)

**Linkages** (to other learning events)

**Environment** (seating, breaks)





# Dialogue

**Questions** (use often)

check **Understanding**

**Eyes** (contact with learner)

**Stimulation** (make it interesting)

**Timing** (finish on time)



# Closure

## Review

(ask for questions, check understanding, provide feedback)

**Summary** (key learning points)

**Learning** (follow up tasks)

**Evaluate** (content and teaching)



**How do you evaluate your  
teaching?**



# Evaluation

## Ask Yourself

What went well and what could be better?  
How are the trainees progressing?

## Ask Trainees

Verbal feedback – teaching and content  
Written evaluations

## Ask Colleagues

Peer observation with feedback



# Written Feedback

## Professional Plan



# Essential to...

Look at it

**Reflect on it**

Act on it



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# Teaching is a planned learning activity

*What will you change in your teaching?*





# Evaluation

*What worked well?*

*What could be better?*

