




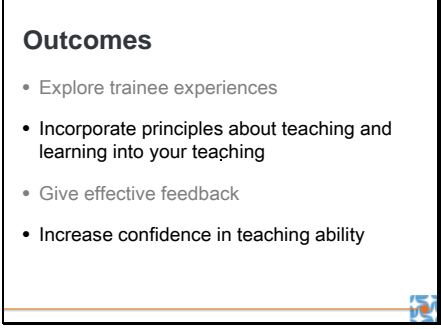
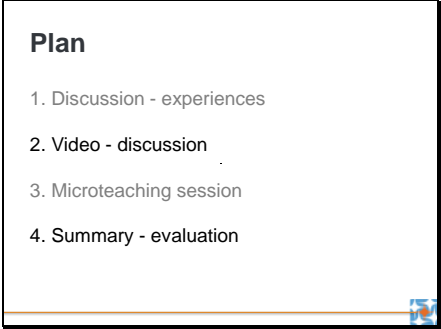
Workshop 2

Learning and Teaching

PowerPoint and delivery plan

| Section & timing | | Slide # |
|------------------------------|---|---------|
| Section 1 (40-min) | Slide 1 -6 Introduction Best and worst learning experiences | |
| Section 2 (50-min) | Slides 7-10 Case based discussion and teaching time | |
| BREAK (15-min) | | |
| Section 3 (60-min) | Slides 11-19 Microteaching Professional plan Set, Dialogue, Closure | |
| Section 4 (15-min) | Slides 20-25 Evaluation of learning Summary Evaluation | |
| END OF WORKSHOP 2 | | |

Learning and Teaching – Facilitator notes

| | |
|---|---|
| <p>Slide 1</p>  | <p><u>SECTION 1: EXPERIENCES</u></p> <p><u>INTRODUCTION</u></p> <p>Introduce background for the workshops, curriculum development by the College and College Plans and overall purpose (to help supervisors in their role).</p> <p>Point out they will learn as much from each other as the facilitators, therefore introductions – Who you are; where you teach and an icebreaker (something about yourself nobody else knows, best holiday, food you hate....).</p> <p>Introduce booklet/resource.</p> <p><i>(Introductions can take ~ 20-minutes)</i></p> |
| <p>Slide 2</p>  | <p><u>PRESENT</u></p> <p>At the end of this workshop participants will be able to...</p> |
| <p>Slide 3</p>  | <p><u>PRESENT</u></p> <p>The plan for the workshop is...</p> <ul style="list-style-type: none">– Discussion of experiences with teaching– Video based discussion on a teaching activity– Microteaching - each person delivers a 5-min presentation using concepts of set, dialogue & closure. Positive critique method will be discussed <p>It wraps up with a summary & evaluation</p> |

Slide 4

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

QUESTION SLIDE

Pose the question

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

Instructions

- Break participants into pairs
- Discuss for 5-minutes
- Discuss as a group
- Whiteboard responses

Ideas may fall into the following groupings – as below:

Best parts of psych training

| Supervisor | System | Personal |
|---|---|---|
| <ul style="list-style-type: none">• Adequacy of feedback• Teaching• Support | <ul style="list-style-type: none">• Clinical experience• Workload• Patient interactions | <ul style="list-style-type: none">• Making friends• Learning together• Self discovery• Life skills |

Slide 5

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

QUESTION SLIDE

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

Instructions as above...

The topics may group as below:

Worst parts of psych training

| Supervisor | System | Personal |
|--|---|--|
| <ul style="list-style-type: none">• Poor quality• Competence• Not available• Poor communication | <ul style="list-style-type: none">• After hours• Involvement with clinical/critical incidents• Lack of standard• Beds... | <ul style="list-style-type: none">• Sleep deprivation• Stressed out |

Slide 6

Trainees learn best when ...

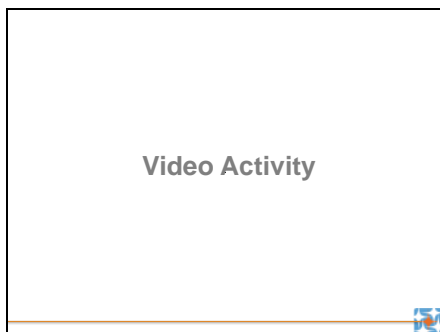
- Clear goals are set
- Set at appropriate level
- Personalised - meets needs
- Active involvement
- Supported
- Regular feedback
- Time for reflection

SUMMARY SLIDE

The plan is to go through this list of features and relate it to the positive points on the white board as these points usually match the list reasonably well.

Emphasise that we are teaching adults and should employ techniques that allow them to learn best.

Slide 7



SECTION 2 – VIDEO ACTIVITY

Instructions

1. Introduce and review Case based discussion
2. Play case presentation
3. Play video 1 and 2 and ask them to observe the supervisors then you will facilitate discussion
4. View video segment 3 on CBD assessment then you will facilitate discussion

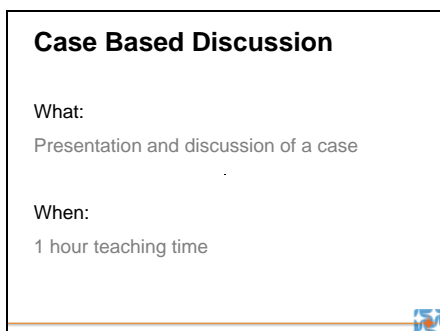
Introduction

The one hour weekly session is a very important part of trainee-supervisor interaction. These can be used in a variety of different ways but often revolve around discussion of a patient.

Now this CBD can also be used as one of the workplace based assessments (WBA) where the session can be used to assess a trainees performance to allow you to assess their learning needs and therefore plan future sessions.

How you structure this interaction influences what is achieved in terms of both learning and assessment – consider whether it is a good and engaging session for learning or whether it is structured to allow you to assess a trainees performance.

Slide 8



PRESENT

“CbD is a presentation and discussion of a case - this can be completed in approximately 1 hour”

This has been used for some time and was the basis for the 10 cases the trainee presents in the current/previous curriculum.

Hand out the College forms for participants to look at.

Introduce video activity





Now you will see an interaction between a trainee and a supervisor and I wish you to look at the interaction and think about what has been achieved and look at the supervisor and consider what they do, or perhaps should do to achieve the outcome.

Play case presentation to set the scene

Then play segment 1 and 2 and ask them to observe the supervisor and consider the different approaches and what is being achieved.

See next page...

| | |
|--|---|
| | <p><u>Facilitation of discussion</u> Relate to adult learning principles – relevance, right level, active involvement, reflective</p> <p><u>Get participants to consider:</u></p> <ul style="list-style-type: none"> - The good features of this teaching activity, why? - How could it have been better, and why? - What types of questions are used, and how could they have been improved? <p>What role were they playing? (e.g. supervisor, mentor, facilitator, assessor, teacher, clinician)</p> <p><u>Play segment 3 and review use for CBD</u></p> <p>Importance here is the separation of “teaching” and feedback from the trainee presentation and response to questioning – so you can ascertain the trainee’s knowledge, clinical skills and reasoning.</p> |
| <p>Slide 9</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Types of questions Open vs Closed</p> <ul style="list-style-type: none"> • “What is.....” <i>Factual knowledge</i> • “Explain.....” <i>Comprehension</i> • “What if.....” <i>Apply knowledge</i> • “Consequences?” <i>Analysis</i> • “Alternatives?” <i>Synthesis</i> • “Likely outcome?” <i>Reflect and evaluate.</i> • “.....unclear about?” <i>Focus on uncertainties</i> </div> | <p><u>PRESENT</u></p> <p>Finish off the discussion with this slide on types of questions</p> <p>Knowledge can vary from basic factual to complex analysis. The types of questions we use can pitch the discussion and therefore your expectation of the learner, at a certain level.</p> <p>Point out different levels will be expected at different levels of training.</p> <p>A key skill health professionals require is to be able to use good clinical reasoning, both diagnostic reasoning and therapeutic reasoning. The followed structured way of teaching allows explicit unravelling of reasoning used, as well as having the added advantage of swapping who asks the questions.</p> <p>Make the point that we generally focus on finding out what trainees do know. Turn it around and get them to ask you what they do not understand. We learn more from focussing on what we do not understand.</p> |
| <p>Slide 10</p> | <p><u>PRESENT</u></p> <p>The microteaching is a little like the Professional Presentation (PP).</p> <p>Explain the PP is any time trainees present to a group be it colleagues, students, and so forth such as in Grand Rounds or Clinical Case presentations</p> <p>Outline what and when.</p> <p>Link to the microteaching and explain you will be using this assessment structure to assess your microteaching</p> |

| | |
|---|--|
| <p>Professional Presentation</p> <p>What: Observation of a trainee presentation</p> <p>When: Clinical meetings, grand rounds, journal club, presentation of audit, student teaching</p>  | |
| <p>Slide 11</p> <p style="text-align: center;">Microteaching</p>  | <p><u>SECTION 3: MICROTEACHING ACTIVITY</u></p> <p>Now is the opportunity for you to have a go and deliver the 5 minute teaching activity that you have prepared... (next slide)</p> |
| <p>Slide 12</p> <p>Planning to teach</p> <p>SET</p> <p style="padding-left: 40px;">DIALOGUE</p> <p style="padding-left: 80px;">CLOSURE</p>  | <p><u>PRESENT</u></p> <p>Touch on this briefly.</p> <p>“During microteaching we will be looking at set, dialogue and closure...”</p> <p>Do not explain each point – it will be explained in detail later.</p> |
| <p>Slide 13</p> <p>Giving feedback</p> <ul style="list-style-type: none"> • Positive critique • Person-centred 4-step approach <ol style="list-style-type: none"> 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  | <p><u>PRESENT</u></p> <p>You may be familiar with this method of giving feedback. There are other methods one could use but we like this collaborative learner-centred approach and it is a component of many of the TOTR workshops.</p> <p>Hand out peer observation feedback form and explain after each presentation someone will lead the verbal feedback and someone will provide the written feedback, accompanied by 1 on 1 verbal feedback.</p> |

Slide 14

Group Details

| | | | |
|--|--|--|--|
| | | | |
| | | | |

GROUP ACTIVITY

Refer to tips sheet for details

Nominate a participant to lead each group of 5-6
(give 'leaders' with a copy of the microteaching tips sheet)

Organise 'break-out' groups

Maximum of 6 people per group

Remind people that they have a maximum of 5 minutes to teach a skill

In addition 5 minutes to do the positive critique

Slide 15

Planning to teach

SET

DIALOGUE

CLOSURE

PRESENT

Now that participants have regrouped following the microteaching you will now explain in more detail set, dialogue and closure

Slide 16

Set

Roles (teacher, learner, patient)

Outcomes (what are they going to learn?)

Linkages (to other learning events)

Environment (seating, breaks)

PRESENT

This refers to:

Roles – clarify roles and expectations

Outcomes (aka objectives, goals, aims) – what you expect those you are teaching will learn

Linkages (previous sessions) – seek to make connections to previous learning experiences

Environment – the setup of the room to optimise learning

Slide 17

Dialogue

Questions (use often)

check **Understanding**

Eyes (contact with learner)

Stimulation (make it interesting)

Timing (finish on time)

PRESENT

This refers to:





Questions – e.g. open, closed. This should have been discussed in some detail in the video activity.

Understanding - ensure teaching is targeted to the appropriate level and that learner.

Eyes – use of eye contact

Stimulation - enthusiasm of teacher usually comes up in earlier discussion

Timing - people have usually said earlier that timing is important.

| | |
|--|--|
| <p>Slide 18</p> <div style="border: 1px solid black; padding: 10px;"> <p>Closure</p> <p>Review (ask for questions, check understanding, provide feedback)</p> <p>Summary (key learning points)</p> <p>Learning (follow up tasks)</p> <p>Evaluate (content and teaching)</p>  </div> | <p><u>PRESENT</u></p> <p>This refers to:</p> <p>Review – ensure learners are ‘on track’</p> <p>Summary – what are the key points/take home message?</p> <p>Learning – where to from here? Set follow up tasks eg learners to do further reading or find the answer to a question asked. Make sure you explore follow up activities at the next session and aim to end each teaching session on time.</p> <p>Evaluate – both your method of teaching (process) and content</p> |
| <p>Slide 19</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>How do you evaluate your teaching?</p>  </div> | <p><u>SECTION 4: EVALUATION OF TEACHING</u></p> <p><u>QUESTION SLIDE</u></p> <p>“How do you evaluate your teaching?”</p> <p>Can be brief depending on time. Work as a large group</p> |
| <p>Slide 20</p> <div style="border: 1px solid black; padding: 10px;"> <p>Evaluation</p> <p>Ask Yourself What went well and what could be better? How are the trainees progressing?</p> <p>Ask Trainees Verbal feedback – teaching and content Written evaluations</p> <p>Ask Colleagues Peer observation with feedback</p>  </div> | <p><u>SUMMARY SLIDE</u></p> <p>Response to previous question</p> |
| <p>Slide 21</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Written Feedback</p> <p>Professional Plan</p>  </div> | <p><u>GROUP DISCUSSION</u></p> <p>Get people to look at the feedback they received from their talk.</p> <p>How specific and constructive was it?</p> <p>How could the feedback be improved?</p> |


Slide 22

Essential to...

Look at it

Reflect on it

Act on it




SUMMARY SLIDE

“When evaluating your feedback it is essential to: look at it - reflect on it – act on it”

Slide 23

Outcomes

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




REVISION OF LEARNING OUTCOMES

Revise learning objectives that have been learnt.
Do not need to read – you can pick out the key points.

Slide 24

Teaching is a planned learning activity

What will you change in your teaching?



EVALUATION - QUESTION

“Teaching is a planned learning activity – what will you change in your teaching?”

PAUSE – sometimes takes a while to get a response

Slide 25

Evaluation

What worked well?

What could be better?



EVALUATION

Thanks

Use this slide for some informal feedback at this stage if you wish.