Teaching Multiple Learners of Different Levels

WWAMI FACULTY DEVELOPMENT CONFERENCE
BIG SKY, MT 4/9/17

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Objectives

- Highlight the benefits and challenges of working with multiple learners of different levels
- Identify strategies to support and respond to the different needs of multiple learners
- Utilize recognized teaching tools to optimize limited teaching time in busy clinical settings
Panel Members

- Orin Hansen, 4th year WWAMI student
- Kena Lackman, 4th year WWAMI student
- Dallas Clark, R1 FMRWM
- Ethan Richards, R2 FMRWM
- Dawn Corso, R3 MFMR
- Serena Brewer, Butte
Do you currently work with learners of different levels, such as high school students, medical students, medical residents, or health professional students?
Currently ever work with learners of different the same time?

Yes

No

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On a scale of 1-5, how comfortable are you working with learners of different levels at the same time (1=all comfortable, 5=extremely comfortable)?
Panel Feedback

- Prior experiences working with multiple learners of different levels
- Challenges
- Benefits
Adult Learning Theory

Educators’ Roles:

- Establish effective, safe & comfortable learning climate
- Support learners to develop critical reflection skills
- Assist learners to formulate & control own learning objectives
- Help learners to identify & utilize resources to achieve objectives

RIME

- Reporter
- Interpreter
- Manager
- Educator
One Minute Preceptor (microskills)

- Get a commitment
- Probe for supporting evidence
- Reinforce what is right
- Correct mistakes
- Teach general rules

Clinical information: History, physical exam (H & P), etc.

Teach general rules
- When you find X it usually means Z, not W

Correct mistakes
- Finding Y does not help confirm your diagnosis

Get a commitment
- What do you think is going on?

Probe for supporting evidence/reasoning
- What makes you think so?

Reinforce what was done right
- Your diagnosis is supported by X in the H & P

SNAPPS

Summarize case
Narrow differential
Analyze differential
Probe preceptor
Plan management
Select issue for self-directed learning

Exercise 1 a

Dr. Mian (attending), Dr. Jisha (PGY3), Dr. Samar (PGY2), Dr. Dhritiman (PGY1), & Dr. Lukman (medical student)
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Observations

- Identify which parts of RIME, OMP, and SNAPPS you saw being used
- Comment on the learning environment and management of the teaching session
Time for Role Play

- Divide into 3 groups
Summary

- Consider the learning environment
- Determine the learning levels of your learners (RIME)
- Assign learners different roles depending on learning level
- Utilize OMP and SNAPPS as tools to guide teaching
- Multi-level learning can be a time-efficient, effective way to increase your teaching capacity, emphasize adult learning strategies, and improve overall learning experiences.
On a scale of 1-5, how comfortable are you working with learners of different levels at the same time (1=all comfortable, 5=extremely comfortable)?

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References

Questions?