

Teaching Multiple Learners of Different Levels



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

**NERISSA KOEHN, MD – ASSOCIATE PD FMRWM
JIM GUYER, MD – PD MFMR**

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

currently work with learners of different levels (e.g., nursing students, medical students, medical residents, and health professional students?)

Yes

No

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

0%

Currently ever work with learners of different
the same time?

Yes

No

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

0%

On a scale of 1-5, how comfortable are you working with learners of different levels at the same time? (1=not at all comfortable, 5=extremely comfortable)?

1

2

3

4

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

Panel Feedback



- **Prior experiences working with multiple learners of different levels**
- **Challenges**
- **Benefits**

Adult Learning Theory



Educators' Roles:

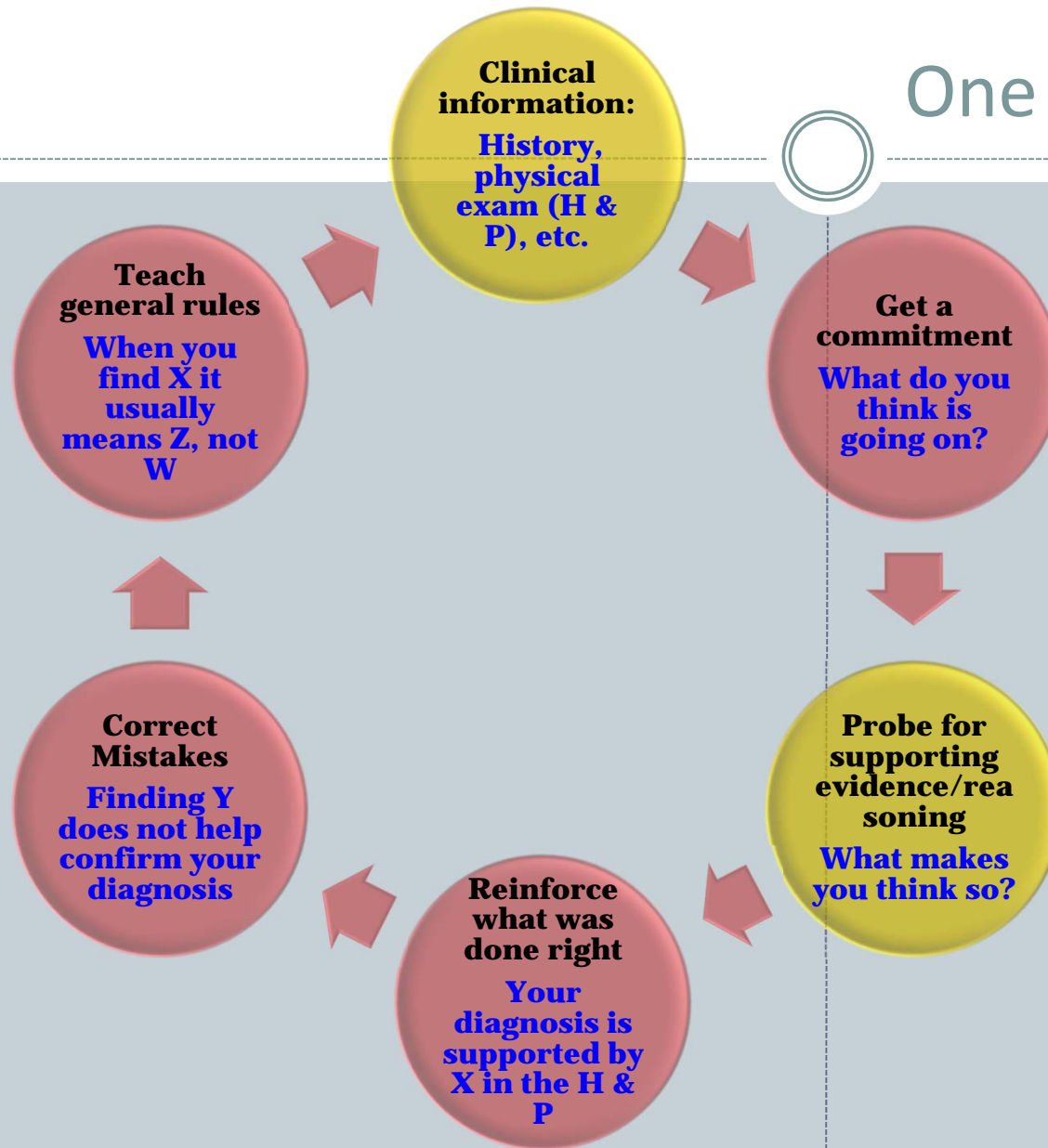
- Establish effective, safe & comfortable learning climate
- Support learners to develop critical reflection skills
- Assist learners to formulate & control own learning objectives
- Help learners to identify & utilize resources to achieve objectives

RIME



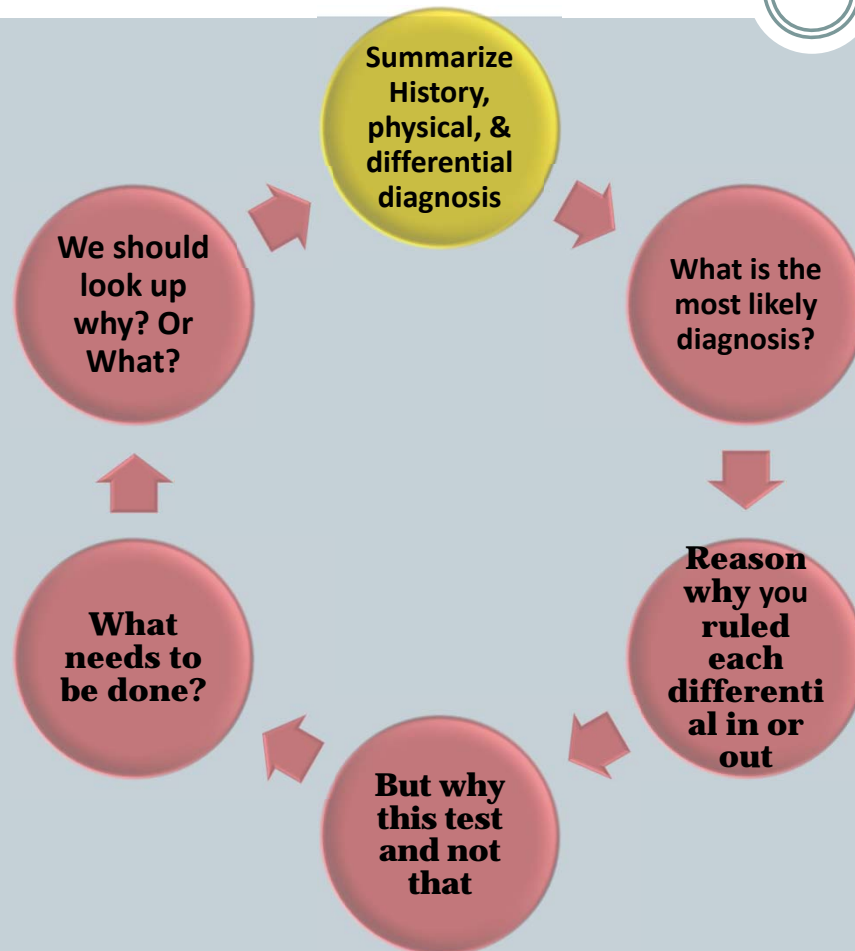
- Reporter
- Interpreter
- Manager
- Educator

One Minute Preceptor (microskills)



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

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)



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



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

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=not at all comfortable, 5=extremely comfortable)?

1

2

3

4

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

References



- Khidir A, Alhammadi A, Wagdy M, Mian M. (2016) Sharing the light: teaching different levels of learners. *MedEdPORTAL Publications*. 12:10388. http://dx.doi.org/10.15766/mep_2374-8265.10388
- Morrison T, Brown J, Bryant M, Nestel D. (2014). Benefits and challenges of multi-level learner rural general practices – an interview study with learners, staff, and patients. *BMC Medical Education* 14:234.
- Neher, J. O., Gordon, K. C., Meyer, B., & Stevens, N. (1992). A five-step "microskills" model of clinical teaching. *The Journal of the American Board of Family Practice / American Board of Family Practice*, 5(4), 419-424.
- Neher, J. O., & Stevens, N. G. (2003). The one-minute preceptor: Shaping the teaching conversation. *Family Medicine*, 35(6), 391-393.
- Pangaro L. (1999) A new vocabulary and other innovations for improving descriptive in-training evaluations. *Acad Med*. 74:1203–1207
- Taylor, D. C., & Hamdy, H. (2013). Adult learning theories: Implications for learning and teaching in medical education: AMEE guide no. 83. *Medical Teacher*, 35(11), e1561-72. doi:10.3109/0142159X.2013.828153 [doi]
- Thompson J, Anderson K, Haesler E, Barnard A, Glasgow N. (2014) The learner's perspective in GP teaching practices with multi-level learners: a qualitative study. *BMC Medical Education*, 14:55.
- Wolpaw, T. M., Wolpaw, D. R., & Papp, K. K. (2003). SNAPPS: A learner-centered model for outpatient education. *Academic Medicine: Journal of the Association of American Medical Colleges*, 78(9), 893-898.

Questions?

