



EFFECTIVE TEACHING SKILLS FOR FY2 DOCTORS

Overall

Teaching is something that all doctors are called upon to do from time to time. A significant percentage of doctors will take on formal educational roles, with doctors and indeed other colleagues. Teaching requires skills, which can be learned. Our training day is focused, active and above all, practical.

Outline of day

- A single day, seminar and workshop format, for up to 25 attendees
- Introductions and aims
- Reflection on experience as a learner (discussion in pairs) – few people have been on the receiving end of as much teaching as a doctor!
- Reflection on challenges as a teacher (discussion in small groups)
- Presentation, discussion, consideration of applicability – some educational theory i.e.
 - Knowles – principles of adult learning
 - Yerkes-Dodson curve – performance, arousal
 - The attention curve
 - Bloom's taxonomy
 - Kolb and learning styles
 - Maslow's hierarchy and the need to invest in climate of teaching
 - Feedback using BOOST and ALOBA models
 - Grasha's teaching styles
- Practical exercise – diagnosing my own learning style
- Practical exercise – diagnosing my own teaching style
- Practical exercise; skills practising in groups of three (teacher, learner, observer). Investing in the beginning progressing to trickier conversations.
- Preparing a teaching session – practical guide with discussion.

A MAJOR FEATURE OF OUR DAY IS THAT ALL PARTICIPANTS DESIGN AND DELIVER SOME TEACHING.

- Audience assigned in pairs
- Each pair plans an 18 minute teaching session
- Audience split into two halves (12-13 per half) – each with a facilitator
- Pairs deliver an 18 minute classroom teaching session on a clinical topic, with 10 minutes of feedback leading to;
- Facilitated discussion related to feedback – discovering generalisable learning points
- Discussion of classroom skills
 - Handling questions
 - Handling audiences
- Some particulars of clinical teaching (i.e. teaching with patients)
- Take home learning points
- Planning of ongoing learning as a teacher

Learning methods

We use a blend, with a major emphasis on practicing with feedback i.e.

- Reflection on experience, in pairs/small groups
- Short presentations to whole group, with facilitated discussion
- Demonstrations (video, live) with feedback and discussion
- Whole group exercises
- Practising defined tasks in groups of three, e.g. giving feedback. Participants take turns to be teacher/learner/observer. The task is performed three times, with participants swapping roles. There is observer-led feedback after each performance, and then a round of whole-audience feedback at the end.
- Teaching practice. Everyone designs and delivers a teaching episode receiving feedback, facilitated by one of our trainers.

Focus and inspiration

- We focus on two areas of teaching, being most relevant at the FY2, ST1 stage of most doctors' careers
 - **CLINICAL teaching**
 - **SMALL GROUP “classroom” teaching**
- For Clinical Teaching, the best reference is the Australian Medical Journal “Teaching on the Run Tips” series. Condensed brilliance. We will give all attendees a copy in their folders
- For small groups, there is no single text. We will offer a bibliography drawn from higher education as well as medical education

Aims for learners include:

- To learn relevant practically useful educational theory
- To reflect on successes and challenges as a teacher
- To plan and execute a teaching session, with feedback on behaviour and impact
- To enhance ability as self-directed learners of teaching skills in future

Our facilitators

- Are experienced clinicians
- And experienced teachers
- Who have received further training as part of the EPI faculty