Efficient and Effective Teaching and Evaluation

David Hatem MD
Professor of Medicine
Co-Director of Learning Communities
University of Massachusetts Medical School

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• Discuss effective teaching
• Discuss how to make teaching efficient focused on needs assessment
• Discuss evaluation of learners to promote self-directed learning
Tell me about one of your favorite teachers?
The Gnome

Goals
Needs
Objectives
Methods
Evaluation
The learner who did a poor presentation on Rounds

https://youtu.be/Wrz622LqBII
Needs Assessment

• What does the learner need to:
  Know?
  Do?
  Feel
Questioning Styles & Behaviors

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Suggestive</th>
<th>Collaborative</th>
<th>Facilitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks <strong>focused/closed</strong> questions</td>
<td>Asks <strong>leading</strong> questions</td>
<td>Uses <strong>open/exploratory</strong> questions</td>
<td>Uses <strong>open/reflective</strong> questions</td>
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<tr>
<td>Elicits information</td>
<td>Elicits comparisons</td>
<td>Asks about reasoning/personal experiences</td>
<td>Elicits feelings/encouragement</td>
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3rd years

4th years

Teaching medicine involves establishing relationships with learners
The Four Questioning Styles

<table>
<thead>
<tr>
<th>Teacher-Focused</th>
<th>Learner-Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor is testing the learner’s knowledge = “Teacher Questions”</td>
<td>Preceptor is asking the learner’s perspective = “Reflective Questions”</td>
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The intention of the *questioning styles schema* is to help clinical teachers become more *discriminating observers* of their own teacher-learner interactions.
## Addressing Needs Using Questioning Styles

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- **What are the reasons you might order imaging for a headache that sounds like tension?**
- **How would you compare the treatment of a migraine and tension headache?**
- **What do you think is going on with this patient?**
- **How comfortable are you talking about the causes of stress with a patient?**
Assessing Knowledge, Skills and Attitudes using Questioning Styles

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‘knowledge’

‘problem-solving skills’

‘attitudes and feelings’

Cognitive  Reflective/Affective
Questioning Styles for Needs Assessment: Where to Start?

• **Before Encounter**- What do you already know about the learner (knowledge-base, level)?
• Ask for self-assessment first---**A Preview...not today**
  — “How do you think that went?” [also checks ability to self-assess]
• **When in doubt**—start at the more collaborative end.
  — “What do you think is going on?” —or— “What’s your plan?”
• If there is something the learner needs to know, move to suggestive style.
  — “How do you decide how to work up a woman with LLQ pain? Distinguish ovarian from GI causes.”
• If the learner is still unsure, ask focused questions to make the path clear.
  — “What is the differential dx of LLQ pain in 20yo woman?”
Why Assess Needs?

It allows you to...

Target your teaching because you know what they need to work on—OP on rounds v OP practice

Keep the learner interested and active &...

It saves time

Gives implicit information to promote FEEDBACK
Memorable Feedback
Objectives

• Discuss the steps involved in effective feedback
• Discuss perspectives on giving and receiving feedback
• Discuss relationship between feedback and evaluation
Effective Feedback
Feedback Challenges
Components of Effective Evaluation and Feedback

1. Define the objectives/competencies
2. Observe and collect data
3. Decide on the language you use for giving feedback
4. Develop an action plan
Feedback

The Culture

The Recipient

The Provider
The Goals of Feedback

Ensuring that the learner improves, while at the same time maintaining his/her self-respect.
Receipt of feedback is affected by:

Inhibitors

- Anxiety
- Self-Doubt
- Poor Self-Esteem

Promoters

- Interest
- Curiosity
- Self Confidence
Confidence, self-esteem, and self-actualization all improve performance
The Culture

The Recipient

Feedback

The Provider
The First Day

Set expectations...for encounters, and rotation

I don’t expect you to be perfect
The Language of Feedback

- Call it feedback
- Attentive to the power differential
- Non-judgmental (“I” statements)
- Gentle…. NOT subtle
“I” Statements

• I noticed the patient turned away when you said, “You need to lose 40 lbs”

• “I’m concerned that your team mates perceive your questions as an interruption and distracting”

• “I know you really care about your patients, and I’m concerned that they are not feeling that.”
Characteristics of Good Feedback

- Occurs in appropriate location
- Begins with self-assessment
- Timely
- Specific
- Limited
- +’s and negatives
- Ends in an Action Plan
Reasons for Action Plan

1. To improve performance by using explicitly stated objectives and strategies.

2. To teach skills that encourage self assessment and self correction.

3. It closes the loop of the GNOME and starts a new cycle.
Objective, competencies, milestones and EPA’s?

- **Objectives/competencies** are discrete tasks (deliver oral presentation at bedside) which can be developmentally divided into...

- **Milestones** (OP of 7 cardinals in year 1; perform complete OP-Year 2) which then add up to...

- **Entrustable Professional Activities (EPA’s)** which are meaningful units of work (**deliver focused OP during handoff**).
Step 1: Define the Objectives (or competencies or milestones)

Reminder:
✓ Collaborate with the learner to set objectives
✓ Be sure the learner understands the objectives
✓ More effective feedback
✓ More reliable/valid grade
Step 2: Observe and Collect Data
Example: Focused oral presentation

1. Opening Line
2. Characterizing the chief complaint - 7 cardinal features
3. Reporting pertinent history - PMH, FH, SH, ROS
4. Reporting Disease based questions
5. Reporting the hidden concern
Example: **Oral Presentation**

- Presents complete Opening Line
- Begins with 7 cardinal features
- Attends to temporal sequence
- Avoids unnecessary tangents
- Good flow
TEACHING OBSERVATION TOOL: THE PLUS/ DELTA

+  Δ
Observation: Summary

- Know what you are looking for, i.e., the objectives or competencies
- Record positives (+), things to change (Δ) and questions
- Record what is seen and what is NOT seen
- Record specific language when possible
So, let’s give feedback...

https://youtu.be/Wrz622LqBII
The Goals of Feedback

Ensuring that the learner improves, while at the same time maintaining his/her self-respect.
TEACHING OBSERVATION TOOL: THE PLUS/ DELTA

+    ∆
Evaluation and Feedback

**Evaluation**: Assessment of whether a learner has achieved the educational outcomes expected.

**Feedback**: Sharing the observation and/or the evaluation with the learner.
# Formative vs. Summative Evaluation

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<tr>
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<th>Summative</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Improvement</td>
<td>Judgment</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>Throughout</td>
<td>End</td>
</tr>
<tr>
<td><strong>Evaluator</strong></td>
<td>Preceptor AND learner</td>
<td>Preceptor</td>
</tr>
<tr>
<td><strong>Standard</strong></td>
<td>Incremental Steps</td>
<td>End Goals</td>
</tr>
<tr>
<td><strong>Use</strong></td>
<td>Give feedback Identify strengths Develop plan</td>
<td>Grades Judge competence</td>
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So how does this all fit together?

- Observe post Needs Assessment
- Feedback
- Formative Evaluation
- Observe after a week
- Formative Evaluation
- Feedback

Until it’s time for the summative evaluation

Ideally, feedback on small steps has always had eyes on end goal.
Summative Evaluation: who or what is it for?

- A reflection for the learner
- A reflection of the relative success of my teaching
- An assessment for the institution – grades