

Finding Clarity: Establishing Goals and Expectations



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Memorable Teacher?



Clinical Teaching

Memorable Teacher?



Clinical Teaching

A Skill like other skills



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Roadmap

- Background
- Learning Climate
- Goals and Expectations
- Miscellaneous Teaching
- Wrap-up

Didactic
Video Reviews
Exercise
Visualization



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Goals for Today

- List 3 techniques to improve the learning climate.
- Recognize the effective establishment and expression of learner goals/expectations.
- Identify techniques to negotiate goals with learners.
- Appreciate the importance of establishing clear goals and expectations.

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Caveats

- Cannot do it all today.
- May be already doing some (or all) of these things day-to-day.
- Nothing "magical" about being a great teacher.

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Roadmap

- **Background**
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- Miscellaneous Teaching
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Stanford Faculty Development Center



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Clinical Teaching Framework

- Learning Climate
- Control of Session
- Communication of Goals
- Promotion of Understanding & Retention
- Evaluation
- Feedback
- Promotion of Self-Directed Learning

Clinical Teaching

Clinical Teaching Framework

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Learning Climate

Think of a time when you were a student/learner and you did not want to be part of a teaching session . . .

Why didn't you want to be there?

What was the teacher doing or not doing?

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Learning Climate

Definition: The tone or atmosphere of the clinical teaching setting, including whether it is stimulating and whether learners can comfortably identify and address their limitations.

Do the learners want to be there?

Does the student want to come to clinic each week to work with you?

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Learning Climate: Stimulation

- Show enthusiasm** for topic & learners



** Evidence-based teaching

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Learning Climate: Stimulation

- Provide a conducive physical environment
 - Avoid the "block-out"
 - Chair arrangement matters



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Learning Climate: Respect & Comfort

- Use learner's names
- Acknowledge learners' problems/situations



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Learning Climate: Respect & Comfort

- Use learner's names
- Acknowledge learners' problems/situations
 - "This is a really complicated patient with lots of problems."
 - "I know you just started in clinic and it can be hard to get used to how things flow."
 - "It can be challenging to take a history and do a focused exam in 15 minutes."

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Learning Climate: Respect & Comfort

- Use learner's names
- Acknowledge learners' problems/situation
- Admit your own limitations
 - "You know, I really struggled trying to prioritize problem lists when I started."
 - "I still have trouble balancing efficiency and seeing patients quickly with being empathetic."

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Learning Climate

- Stimulation
 - Show enthusiasm
 - Avoid the "block out"
 - Chair arrangement matters
- Respect and Comfort
 - Use names
 - Acknowledge their situation
 - Admit your own errors or limitations

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Learning Climate



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Goals and Expectations?



Challenges and frustrations?

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Communication of Goals/Expectations

Definition: The establishment and explicit expression of a teacher's and/or learners' goals/expectations for the learners.

Do the learners know what they are supposed to be learning?

Do the learners know what you expect of them?



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Definitions

- Educational goals (= learning objectives)
 - What you want them to learn.
 - Knowledge, skills, or attitudes you want them to learn.
- Expectations
 - What you want them to do.
 - What do you expect of your learners in the clinical care of patients.

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Communication of Goals/Expectations

Definition: The establishment and explicit expression of a teacher's and/or learners' goals/expectations for the learners.



Why is this important?

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Communication of Goals/Expectations

- Let learners know what they should learn or do.
- Guide teacher in planning the teaching.
- Provide learner and teacher with a basis for evaluation and feedback.

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Communication of Goals/Expectations

Establish your goals/expectations in your own mind.



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Communication of Goals/Expectations

Establish your goals/expectations in your own mind.

- 1) Define goals as learner behaviors (handout)
 - Be specific.
- 2) Prioritize goals
- 3) Re-establish goals (change over time)

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Communication of Goals/Expectations

- Establish your goals/expectations in your own mind.
- Express your goals/expectations to your learners.



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Communication of Goals/Expectations



How many of you routinely meet at the start of a rotation/teaching session to discuss specific expectations with learners?

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Communication of Goals/Expectations

Express your goals/expectations to your learners.

- 1) State goals clearly and concisely.
- 2) State goals as learner behaviors.
- 3) State relevance of the goals to the learners.
- 4) Repeat goals periodically.

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Communication of Goals/Expectations

- Establish your expectations in your own mind.
- Express your goals to your learners.
- Negotiate the goals/expectations with your learners.



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Communication of Goals/Expectations

Negotiate the goals with your learners.

- 1) Check out learner acceptance of your goals.
- 2) Ask learners for their goals.
- 3) Agree on goals.

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Communication of Goals/Expectations



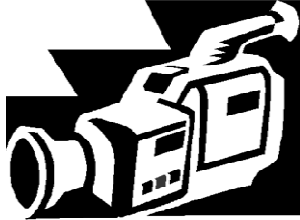
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Communication of Goals/Expectations

- Establish your expectations in your own mind.
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Video: Communication of Goals



Comm of Goals #1: Ch 5

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Communication of Goals/Expectations



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Communication of Goals/Expectations

- Write down 1 educational goal and 1 expectations you have for your learner/learners.
- Write down a statement of relevance (why it is important for them)

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Communication of Goals/Expectations

Each person pick the goal that was most challenging and discuss with your partner.

- Are the goals or expectations clearly stated as learner behaviors?
- Are the relevance statements convincing?

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Roadmap

- Background
- Learning Climate
- **Goals and Expectations**
 - **Putting it into practice.**
- Miscellaneous Teaching
- Wrap-up



Barriers to putting it into practice?

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Putting it into practice.

- 1) Establish your goals/expectations.
 - Write them down.
- 2) Meet at the start of the teaching sessions to express your goals.
 - Just have to find the time.
- 3) Negotiate with learners.
 - Consider writing down their specific goals.
- 4) Revisit goals over time.
 - Halfway through the rotation – “Let’s see how we’re doing...”

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Communication of Goals/Expectations



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Works for Lectures/Didactics

- Establish your ends goals for the lecture or didactic.
 - "By the end of the lecture . . ."
- May express those goals.
- May negotiate the goals with the learners.



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Roadmap

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Miscellaneous Tips

- You are role modeling every second you are with learners.
- If you see a learner struggling, think learning climate (acknowledge the situation).
- If the marker is out of ink, throw it away.



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Clinical Teaching Framework

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A Skill like other skills



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Becoming a great teacher



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What will you do differently?



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Finding Clarity: Establishing Goals and Expectations



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Didactic Teaching

Have formal didactic teaching sessions routinely?



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Choosing Content

Teach about patients/diseases on your team.

- Write down topics as they come up post-call
- Ask your team on the post-call day



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Choosing Content

- Teach about patients/diseases on your team
- Prepare "mini-lectures"



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High-quality or excellent teachers

Among many qualities, 4 stand out:

- 1) Enthusiasm
- 2) Mini-lectures
- 3) Teaching at the bedside
- 4) Providing feedback

Elnicki. JGIM. 2005.
Elzubeir. Med Educ. 2001
Guarino. JGIM. 2006.
Irby. J Med Educ. 1991.
Torre. Acad Med. 2005.
Wright. NEJM. 1998.

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Choosing Content

- Teach about patients/diseases on your team
- Prepare "mini-lectures"
 - Small piece of a larger topic
(Differential diagnosis for hyponatremia)
(Duke's criteria)
 - Superficially cover broad topic
(Pancreatic pseudocyst)
(Metastatic bladder cancer)

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Preparing Content

- Ask yourself, "What do I want them to learn?"
- When they walk out of the room, they should be able to _____.
- Teaching is guided not by the content but by the learners (your goals for them)

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Preparing Content

- Knowledge
 - State appropriate duration of therapy for VAP.
- Skills
 - Recognize junctional tachycardia on an EKG.
- Attitude
 - Appreciate challenge in giving a cancer diagnosis to a young patient.

Clinical Teaching

Preparing Content

- Ask yourself, "What do I want them to learn?"
- When they walk out of the room, they should be able to . . .
- Teaching is guided not by the content but by the learners (your goals for them)

"What did you learn today?"

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Setting an Agenda



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Setting an Agenda

- Tell them where you are going
- Outline topics you will cover
- Finish on time (a little early?)



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Roadmap

- Evidence-based inpatient teaching
- Learning Climate on Rounds
- **Evaluation ("pimping")**
- Bedside Teaching
- Miscellaneous Principles



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"Pimping?"

How many here "pimp" your students and residents?



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"Pimping?"

How many here ask questions of their students and residents?



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"Pimping" Origin?

Origin?



"Pimping"

Harvey in 1628 lamenting the dedication of his students:

"They know nothing of Natural Philosophy, these pinheads. Drunkards, sloths, their bellies filled with Mead and Ale. O that I might see them pimped!"

Flexner in 1916 after visiting Johns Hopkins:

"Rounded with Osler today. Riddles house officers with questions. Like a Gatling gun. Welch says students call it 'pimping.' Delightful."

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Why do we ask questions??



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Evaluation??

- To embarrass or ridicule?
- To show off?

- To keep people engaged
- To help them remember next time...
- To evaluate learners
 - What they know and don't know
 - How else can you make them better?

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Asking Questions?

How can we do this well?



Small group discussion.

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Five "Rules of Engagement"

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Five Rules of Engagement

1) Set up the expectations

"I am going to ask all of you questions sometimes on rounds – this is not done to embarrass or mock you. It lets me figure out what you know and don't know. That way I can teach you something and not waste your time teaching you things you already know. It also makes sure you stay awake . . ."

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Five Rules of Engagement

2) Tell them it is OK to say "I don't know"

"I want you to know that if I ask you a question and you don't know the answer, it is OK to say 'I don't know.' I hope, though, that you will look it up and come back and tell us the answer."

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Five Rules of Engagement

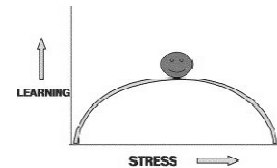
3) When students get nervous, learning is about to happen



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Five Rules of Engagement

3) When students get nervous, learning is about to happen



But watch your psychological size *Clinical Teaching*

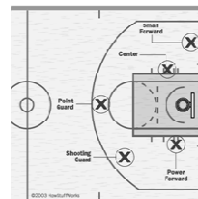
Five Rules of Engagement

4) Remember the ___ second rule

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Five Rules of Engagement

4) Remember the 3 second rule



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Five Rules of Engagement

5) Know how you will deal with wrong answers.



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Five Rules of Engagement

- 1) Set up the expectations
- 2) OK to say "I don't know"
- 3) It is good to be a little anxious
- 4) Three second rule
- 5) How to deal with wrong answers

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Evaluation



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