Teaching on the Run
RANZCP
Learning and Teaching
Outcomes

• Explore trainee experiences

• Incorporate principles about teaching and learning into your teaching

• Give effective feedback

• Increase confidence in teaching ability
Plan

1. Discussion - experiences
2. Video - discussion
3. Microteaching session
4. Summary - evaluation
With regards to learning, what was the best part of your psychiatric training?
With regards to learning, what was the worst part of your psychiatric training?
Trainees learn best when ...

- Clear goals are set
- Set at appropriate level
- Personalised - meets needs
- Active involvement
- Supported
- Regular feedback
- Time for reflection
Video Activity
Case Based Discussion

What:
Presentation and discussion of a case

When:
1 hour teaching time
Types of questions

Open vs Closed

- “What is……“  Factual knowledge
- “Explain……“ Comprehension
- “What if……“ Apply knowledge
- “Consequences? “ Analysis
- “Alternatives?” Synthesis
- “ Likely outcome?“ Reflect and evaluate.
- “…..unclear about?“ Focus on uncertainties
Professional Presentation

What:
Observation of a trainee presentation

When:
Clinical meetings, grand rounds, journal club, presentation of audit, student teaching
Microteaching
Planning to teach

SET

DIALOGUE

CLOSURE
Giving feedback

• Positive critique

• Person-centred 4-step approach
  1. Ask the person what went well
  2. Ask the participants what went well
  3. Ask the person how they might improve
  4. Ask the participants for areas to improve

• Professional Presentation assessment form
# Group Details

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Planning to teach

SET

DIALOGUE

CLOSURE
Set

Roles (teacher, learner, patient)

Outcomes (what are they going to learn?)

Linkages (to other learning events)

Environment (seating, breaks)
Dialogue

Questions (use often)

check Understanding

Eyes (contact with learner)

Stimulation (make it interesting)

Timing (finish on time)
Closure

Review
(ask for questions, check understanding, provide feedback)

Summary (key learning points)

Learning (follow up tasks)

Evaluate (content and teaching)
How do you evaluate your teaching?
Evaluation

Ask Yourself
What went well and what could be better?
How are the trainees progressing?

Ask Trainees
Verbal feedback – teaching and content
Written evaluations

Ask Colleagues
Peer observation with feedback
Written Feedback

Professional Plan
Essential to...

Look at it

Reflect on it

Act on it
Outcomes

• Explore trainee experiences

• Incorporate principles about teaching and learning into your teaching

• Give effective feedback

• Increase confidence in teaching ability
Teaching is a planned learning activity

What will you change in your teaching?
Evaluation

What worked well?

What could be better?