Workshop 2  
Learning and Teaching

PowerPoint and delivery plan

<table>
<thead>
<tr>
<th>Section &amp; timing</th>
<th>Slide #</th>
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</table>
| Section 1 (40-min) | Slide 1 - 6  
Introduction  
Best and worst learning experiences |
| Section 2 (50-min) | Slides 7-10  
Case based discussion and teaching time |
| BREAK (15-min) | |
| Section 3 (60-min) | Slides 11-19  
Microteaching  
Professional plan  
Set, Dialogue, Closure |
| Section 4 (15-min) | Slides 20-25  
Evaluation of learning  
Summary  
Evaluation |

END OF WORKSHOP 2
SECTION 1: EXPERIENCES

INTRODUCTION

Introduce background for the workshops, curriculum development by the College and College Plans and overall purpose (to help supervisors in their role).

Point out they will learn as much from each other as the facilitators, therefore introductions – Who you are; where you teach and an icebreaker (something about yourself nobody else knows, best holiday, food you hate....).

Introduce booklet/resource.
(Introductions can take ~ 20-minutes)

Slide 2

Outcomes

• Explore trainee experiences
• Incorporate principles about teaching and learning into your teaching
• Give effective feedback
• Increase confidence in teaching ability

PRESENT

At the end of this workshop participants will be able to…

Slide 3

Plan

1. Discussion - experiences
2. Video - discussion
3. Microteaching session
4. Summary - evaluation

PRESENT

The plan for the workshop is...

− Discussion of experiences with teaching
− Video based discussion on a teaching activity
− Microteaching - each person delivers a 5-min presentation using concepts of set, dialogue & closure. Positive critique method will be discussed

It wraps up with a summary & evaluation
Slide 4

**QUESTION SLIDE**

Pose the question

"With regards to learning, what was the best part of your psychiatric training?"

**Instructions**
- Break participants into pairs
- Discuss for 5-minutes
- Discuss as a group
- Whiteboard responses

Ideas may fall into the following groupings – as below:

<table>
<thead>
<tr>
<th>Supplier</th>
<th>System</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adequacy of feedback</td>
<td>Making friends</td>
</tr>
<tr>
<td>Teaching</td>
<td>Clinical experience</td>
<td>Learning together</td>
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<tr>
<td>Support</td>
<td>Workload</td>
<td>Self discovery</td>
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<tr>
<td></td>
<td>Patient interactions</td>
<td>Life skills</td>
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</tbody>
</table>

Slide 5

**QUESTION SLIDE**

"With regards to learning, what was the worst part of your psychiatric training?"

**Instructions as above...**

**The topics may group as below:**

<table>
<thead>
<tr>
<th>Supplier</th>
<th>System</th>
<th>Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor quality</td>
<td>Sleep deprivation</td>
</tr>
<tr>
<td>Competence</td>
<td>Involvement with clinical/clinical incidents</td>
<td>Stressed out</td>
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<tr>
<td>Not available</td>
<td>Lack of standard</td>
<td></td>
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<tr>
<td>Poor communication</td>
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Slide 6

**SUMMARY SLIDE**

The plan is to go through this list of features and relate it to the positive points on the white board as these points usually match the list reasonably well.

Emphasise that we are teaching adults and should employ techniques that allow them to learn best.

- Clear goals are set
- Set at appropriate level
- Personalised - meets needs
- Active involvement
- Supported
- Regular feedback
- Time for reflection
SECTION 2 – VIDEO ACTIVITY

Instructions
1. Introduce and review Case based discussion
2. Play case presentation
3. Play video 1 and 2 and ask them to observe the supervisors then you will facilitate discussion
4. View video segment 3 on CBD assessment then you will facilitate discussion

Introduction
The one hour weekly session is a very important part of trainee-supervisor interaction. These can be used in a variety of different ways but often revolve around discussion of a patient.

Now this CBD can also be used as one of the workplace based assessments (WBA) where the session can be used to assess a trainee’s performance to allow you to assess their learning needs and therefore plan future sessions.

How you structure this interaction influences what is achieved in terms of both learning and assessment – consider whether it is a good and engaging session for learning or whether it is structured to allow you to assess a trainee’s performance.

Case Based Discussion
What:
Presentation and discussion of a case
When:
1 hour teaching time

PRESENT
“CbD is a presentation and discussion of a case - this can be completed in approximately 1 hour”

This has been used for some time and was the basis for the 10 cases the trainee presents in the current/previous curriculum.

Hand out the College forms for participants to look at.

Introduce video activity
Now you will see an interaction between a trainee and a supervisor and I wish you to look at the interaction and think about what has been achieved and look at the supervisor and consider what they do, or perhaps should do to achieve the outcome.

Play case presentation to set the scene

Then play segment 1 and 2 and ask them to observe the supervisor and consider the different approaches and what is being achieved.

See next page...
Facilitation of discussion
Relate to adult learning principles – relevance, right level, active involvement, reflective

Get participants to consider:
- The good features of this teaching activity, why?
- How could it have been better, and why?
- What types of questions are used, and how could they have been improved?

What role were they playing? (e.g. supervisor, mentor, facilitator, assessor, teacher, clinician)

Play segment 3 and review use for CBD

Importance here is the separation of “teaching” and feedback from the trainee presentation and response to questioning – so you can ascertain the trainee’s knowledge, clinical skills and reasoning.

Slide 9

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

PRESENT
Finish off the discussion with this slide on types of questions
Knowledge can vary from basic factual to complex analysis. The types of questions we use can pitch the discussion and therefore your expectation of the learner, at a certain level.

Point out different levels will be expected at different levels of training.

A key skill health professionals require is to be able to use good clinical reasoning, both diagnostic reasoning and therapeutic reasoning. The followed structured way of teaching allows explicit unravelling of reasoning used, as well as having the added advantage of swapping who asks the questions.

Make the point that we generally focus on finding out what trainees do know. Turn it around and get them to ask you what they do not understand. We learn more from focussing on what we do not understand.

Slide 10

PRESENT
The microteaching is a little like the Professional Presentation (PP).

Explain the PP is any time trainees present to a group be it colleagues, students, and so forth such as in Grand Rounds or Clinical Case presentations

Outline what and when.

Link to the microteaching and explain you will be using this assessment structure to assess your microteaching.
Professional Presentation

What:
Observation of a trainee presentation

When:
Clinical meetings, grand rounds, journal club, presentation of audit, student teaching

SECTION 3: MICROTEACHING ACTIVITY

Now is the opportunity for you to have a go and deliver the 5 minute teaching activity that you have prepared… (next slide)

Slide 12

Planning to teach

SET

DIALOGUE

CLOSURE

PRESENT

Touch on this briefly.
“During microteaching we will be looking at set, dialogue and closure…”

Do not explain each point – it will be explained in detail later.

Slide 13

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

PRESENT

You may be familiar with this method of giving feedback. There are other methods one could use but we like this collaborative learner-centred approach and it is a component of many of the TOTR workshops.

Hand out peer observation feedback form and explain after each presentation someone will lead the verbal feedback and someone will provide the written feedback, accompanied by 1 on 1 verbal feedback.
Slide 14

GROUP ACTIVITY
Refer to tips sheet for details
Nominate a participant to lead each group of 5-6
(give ‘leaders’ with a copy of the microteaching tips sheet)
Organise ‘break-out’ groups
Maximum of 6 people per group
Remind people that they have a maximum of 5 minutes to teach a skill
In addition 5 minutes to do the positive critique

Slide 15

PRESENT
Now that participants have regrouped following the microteaching you will now explain in more detail set, dialogue and closure

Slide 16

Set
- **Roles** (teacher, learner, patient)
- **Outcomes** (what are they going to learn?)
- **Linkages** (to other learning events)
- **Environment** (seating, breaks)

This refers to:
- **Roles** – clarify roles and expectations
- **Outcomes** (aka objectives, goals, aims) – what you expect those you are teaching will learn
- **Linkages** (previous sessions) – seek to make connections to previous learning experiences
- **Environment** – the setup of the room to optimise learning

Slide 17

Dialogue
- **Questions** (use often)
  - check Understanding
    - **Eyes** (contact with learner)
    - **Stimulation** (make it interesting)
    - **Timing** (finish on time)

This refers to:
- **Questions** – e.g. open, closed. This should have been discussed in some detail in the video activity.
- **Understanding** - ensure teaching is targeted to the appropriate level and that learner.
- **Eyes** – use of eye contact
- **Stimulation** - enthusiasm of teacher usually comes up in earlier discussion
- **Timing** - people have usually said earlier that timing is important.
Closure

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

Summary (key learning points)

Learning (follow up tasks)

Evaluate (content and teaching)

PRESENT

This refers to:

Review – ensure learners are ‘on track’

Summary – what are the key points/take home message?

Learning – where to from here? Set follow up tasks eg learners to do further reading or find the answer to a question asked. Make sure you explore follow up activities at the next session and aim to end each teaching session on time.

Evaluate – both your method of teaching (process) and content

SECTION 4: EVALUATION OF TEACHING

QUESTION SLIDE

“How do you evaluate your teaching?”

Can be brief depending on time. Work as a large group

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

SUMMARY SLIDE

Response to previous question

GROUP DISCUSSION

Get people to look at the feedback they received from their talk.

How specific and constructive was it?

How could the feedback be improved?

Written Feedback

Professional Plan
Summary Slide

“When evaluating your feedback it is essential to: look at it - reflect on it – act on it”

Revision of Learning Outcomes

Outcomes

- Explore trainee experiences
- Incorporate principles about teaching and learning into your teaching
- Give effective feedback
- Increase confidence in teaching ability

Revision of Learning Objectives that have been learnt.
Do not need to read – you can pick out the key points.

Evaluation - Question

“Teaching is a planned learning activity – what will you change in your teaching?”

Pause – sometimes takes a while to get a response.
Evaluation

What worked well?

What could be better?

EVALUATION

Thanks

Use this slide for some informal feedback at this stage if you wish.