



*Building Your Clinical Teaching
Toolbox
Questioning and the 1 Minute Preceptor*

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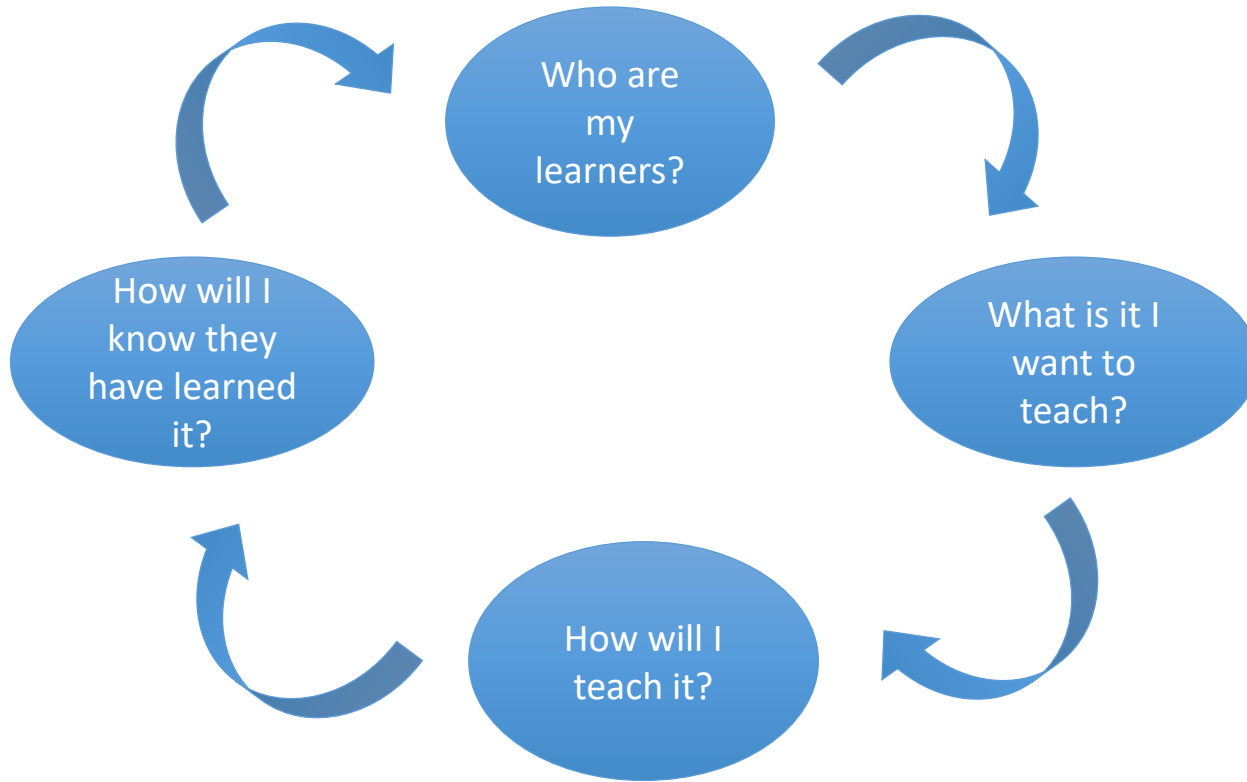
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Objectives

- Review basic assumptions about learning and link these to teaching strategies
- Describe a model for “everyday” teaching
- Provide examples of “everyday” teaching strategies (Questioning and the 1 minute preceptor)

Model for Everyday Teaching



Who are my learners?

- Develop a personal knowing of your learners

Tell me one or two things you are hoping to learn today in our work together?

How do you think you learn best?

Today we are working with children with ADD, what is your experience so far with ADD?

Is there anything happening for you that is distracting you or making it hard for you to learn today?

What is it I want to teach them?



What drives clinical learning?

What is it I want to teach them?

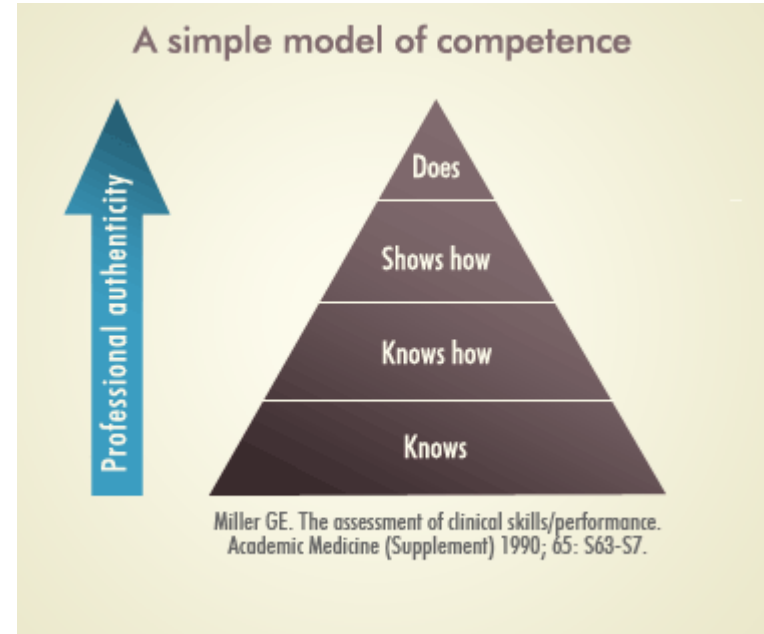
- Goals and objectives for learning:
 - what learners know
 - what they want to know
 - what they need to know (larger curriculum)
 - unique learning opportunities
 - content (knowledge)
 - process (attitudes and behavior)



What is it I want to teach them?

Objectives for learning:

1. Learners will be able to list 2 tools for depression screening in adolescents.
2. Learners will describe the value of engaging parents in treatment plans for their adolescent children with depression.
3. Learners will demonstrate the ability to screen for substance abuse in an adolescent patient using nonjudgmental questioning.



How will I teach it?

- *Questioning as a Teaching Tool*
- *One Minute Preceptor*

Questioning



JOHNS HOPKINS
MEDICINE

Questioning as a Teaching Tool



The quality of a question is not judged by its complexity but by the complexity of thinking it provokes.

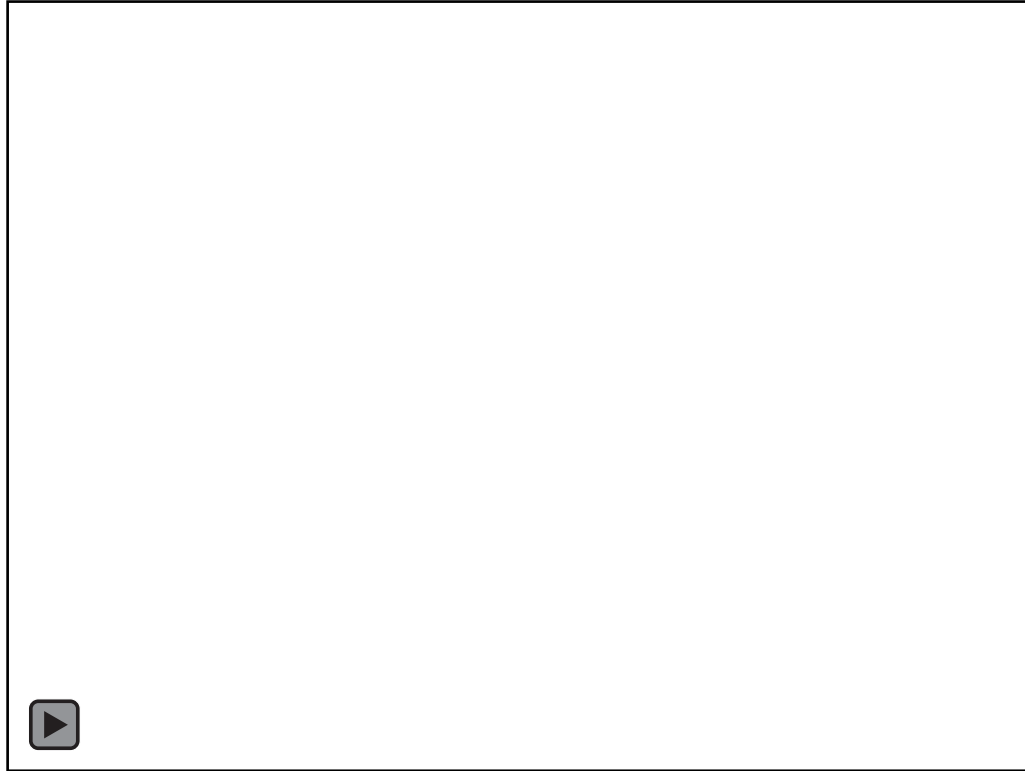
Joseph O'Connor



Questioning

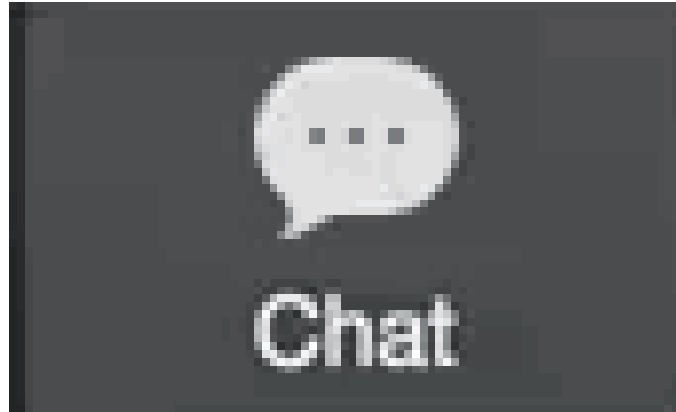
What are 3 causes of Nephrotic syndrome?

Questioning



<http://www.practicaldoc.ca/teaching/practical-prof/>

Questioning Pitfalls



Questioning

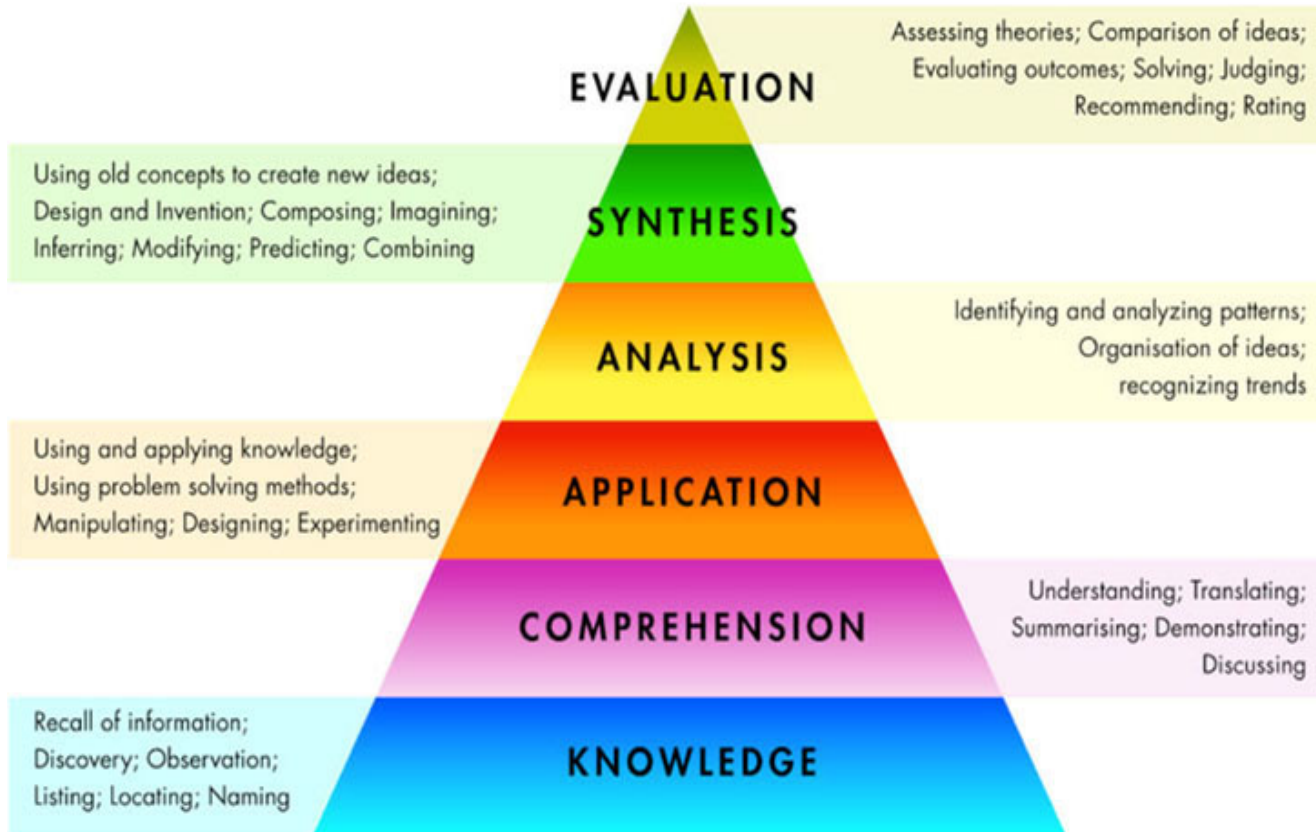
- Pitfalls
 - Using too many closed ended questions
 - Not giving learners enough time to think through the question and respond
 - Putting learners on the spot (learning environment)
 - Inflexibility (What am I thinking?)
 - Not valuing the learner or the response

Questioning as a Teaching Tool

- Skilled questioning allows educators to:
 - Assess their learner's goals and needs, knowledge, thinking (*Who are my learners? How will I know they have learned it?*)
 - Promote retention and transfer of learning (*What do I want to teach and how will I teach it?*)
 - Consider Bloom's Taxonomy as a framework



Bloom's Taxonomy



Blooms Taxonomy

- Framework/tool to approach educational processes
- Describes cognitive processes by which learners encounter and work with knowledge
- Domains arranged from lower to higher level thinking
- May be used to design-learning objectives, educational methods and assessment

Questioning



- What are some of the reasons elderly patients may fall?
 - Knowledge
- What specific risk factors does **our** patient have for falling?
 - Comprehension
- Explain why you think **our** patient may be falling? What evidence supports your reasoning? How is this patient with a fall different from our other patient who had a fall (**compare and contrast**)?
 - Application/analysis
- What can we do to help? What do you think might happen if we stopped some of the patient's medications that we think may be contributing to her falling (**predict**)?
 - Synthesis
- **Should** we stop these medications? Why? Why not?
 - Evaluation

Questions Based on Learner Level

Developmental State (Dreyfus)	Objectives for Questioning (Bloom)	Goal of Questioning	Question Stems to Consider
Novice (medical student)	Knowledge	Build Knowledge	List Define Name
Advanced beginner (PGY1)	Comprehension	Promote understanding of concepts	Explain Describe
Competent (PGY 3,4)	Application/Analysis	Stimulate application of knowledge in clinical context	Interpret Compare and Contrast
Proficient (Fellow)	Synthesis/Evaluation	Break down complex concepts into components parts	Judge Evaluate Recommend

Summary Questioning

- When using questions to *assess*:
 - *Check in* to assess goals and needs
“What are you working on today?”
 - *Check out* to assess learning
“What did you learn today? How are you thinking differently? What is still unclear for you?”
- When using questions for *teaching*:
 - Think about the level of questioning and how to promote retention and transfer of learning

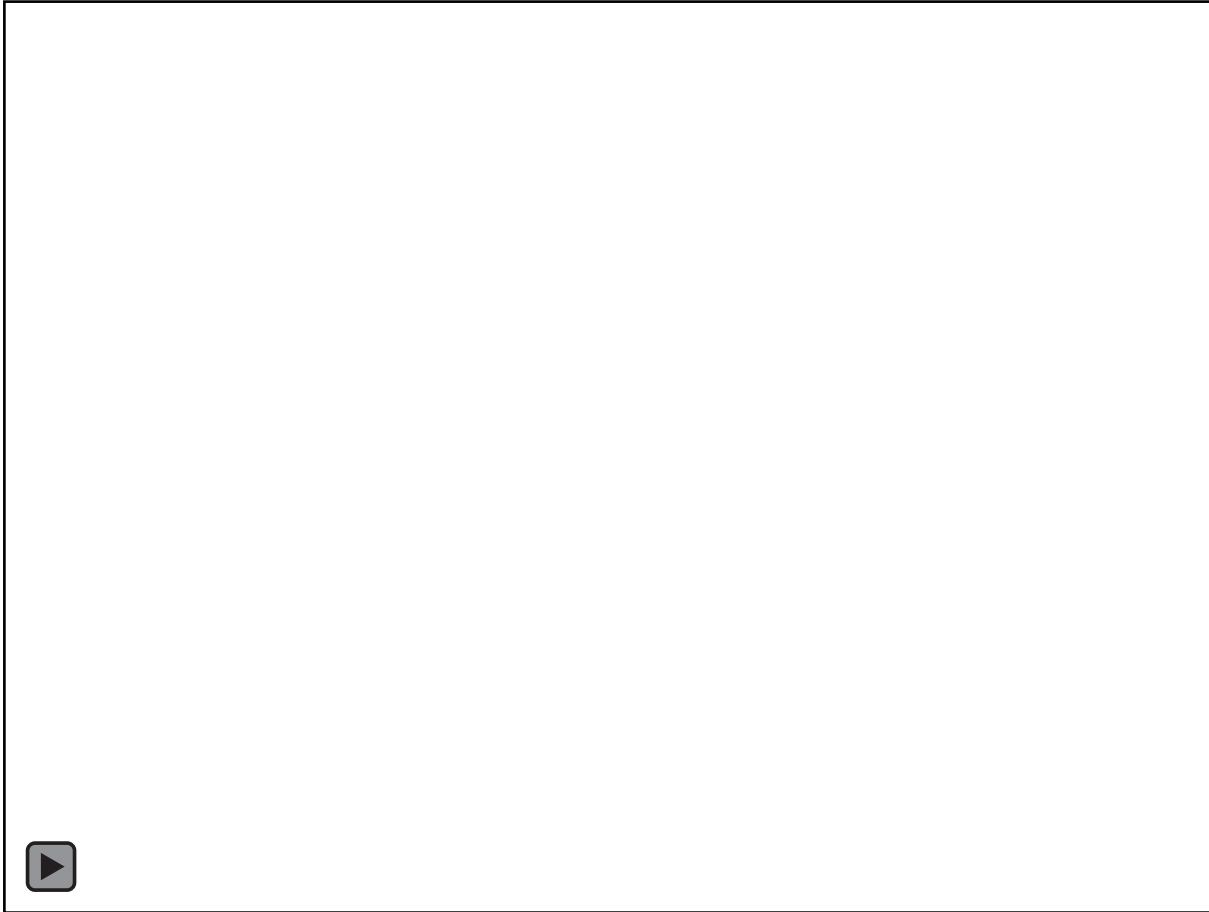
One Minute Clinical Preceptor



One Minute Clinical Preceptor

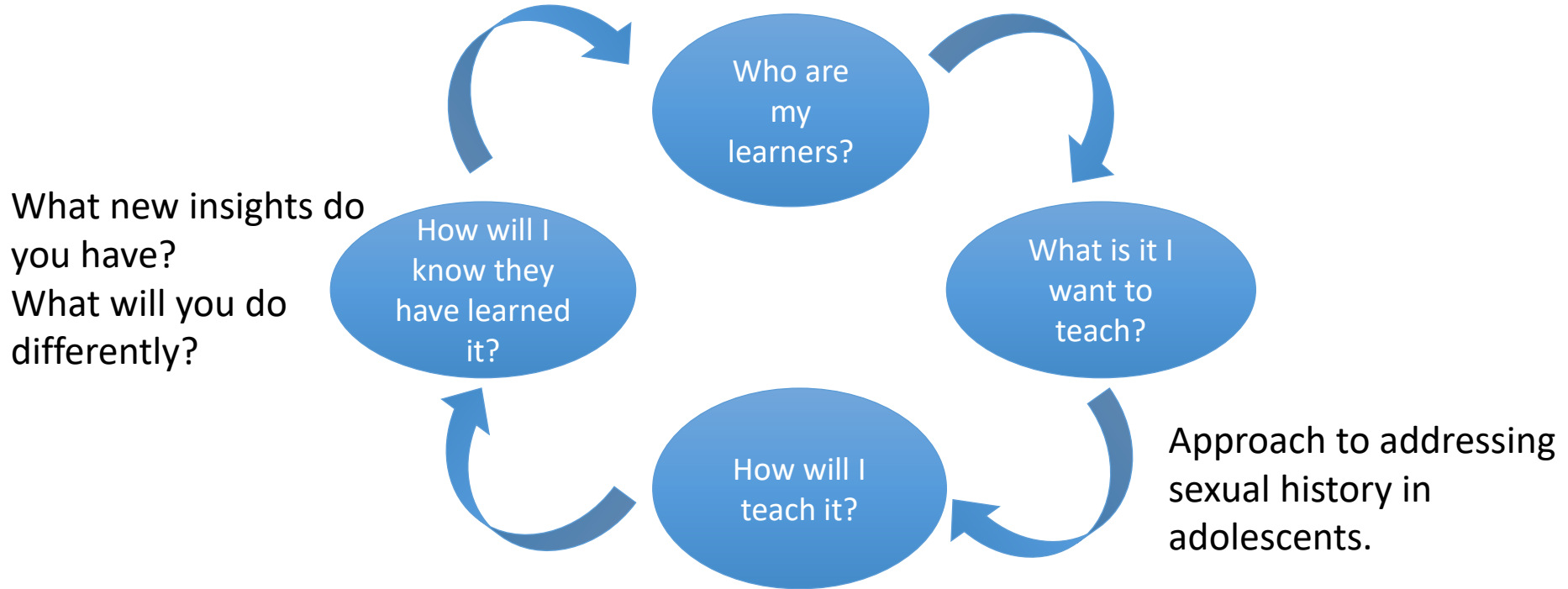
1. Get a commitment
 - *What do you think is going on? What do you want to do?*
2. Probe for supporting evidence
 - *What makes you think that? What else could this be?*
3. Teach general rules
 - *Aim teaching to learner's level of understanding, limit amount*
4. Reinforce what was done well
 - *Be specific*
5. Correct mistakes and plan for improvement
 - *Be specific, have learner self- assess, focus on behaviors*





<http://www.practicaldoc.ca/teaching/practical-prof/>

What experience do you have taking a sexual history from an adolescent?



Role model sexual history emphasizing non-judgmental communication skills.

Questions? Curiosities?



Wrap Up



Final reflections

- Name 1 new thing you learned today.
- Consider an upcoming opportunity for teaching.
 - What new teaching methods will you try?
 - Why do you think these might work to enhance your teaching?
- Complete ILP