ENGAGING MULTIPLE LEARNER LEVELS IN THE CLINICAL SETTING

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LEARNING OBJECTIVES

- Discuss strategies for teaching to multiple levels of learners
- Review various teaching tools
- Share best practices with other educators





- Varying knowledge bases
- Engagement
- Efficiency
- Disruptions

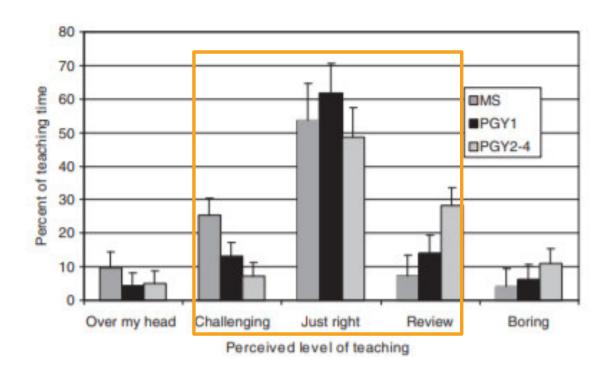


You're doing better than you think you are!





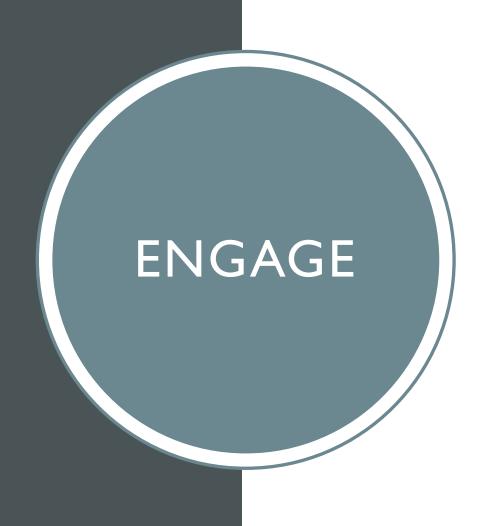
85% of teaching strategies felt to be effective



Certain, LK et al. 2011 Med Teacher

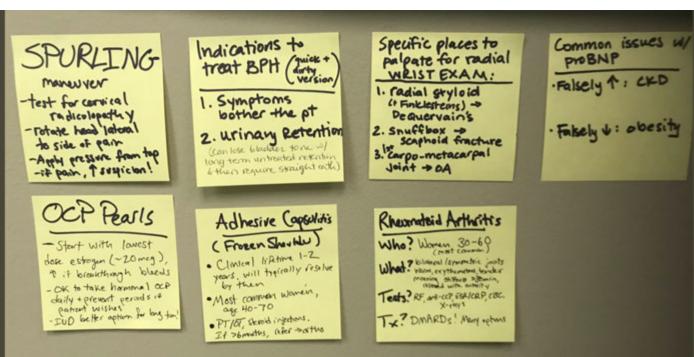


- Get to know your learners
- Understand objectives for learners
- Set your own expectations
- Ask learners for their own learning goals
- Look up something about the patients you're seeing



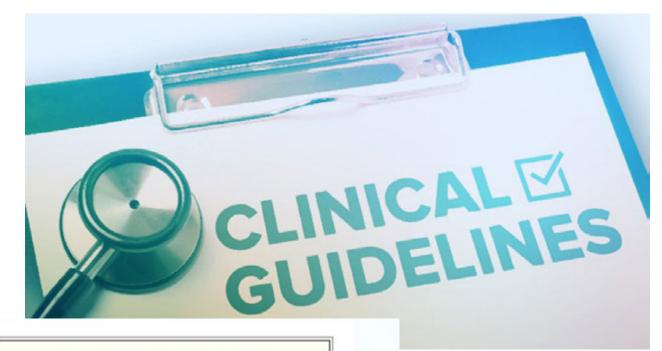
- Everyone teaches
- Novel Topics
- **G**uide
- Ascend the Ladder
- Groups within the Group
- Empower Learners for Autonomy





#postitpearls





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Timing of Endoscopy for Acute Upper Gastrointestinal Bleeding

James Y.W. Lau, M.D., Yuanyuan Yu, Ph.D., Raymond S.Y. Tang, M.D., Heyson C.H. Chan, M.B., Ch.B., Hon-Chi Yip, M.B., Ch.B., Shannon M. Chan, M.B., Ch.B., Sally W.Y. Luk, M.B., Ch.B., Sunny H. Wong, Ph.D.,

Louis H.S. Lau, M.B., Ch.B., Rashid N. Lui, M.B., Ch.B., Ting T. Chan, M.B., Ch.B. Francis K.L. Chan, M.D., and Joseph J.Y. Sung, M.C.

Clinical Infectious Diseases







Research

JAMA Internal Medicine | Original Investigation

Clinical Outcomes After Intensifying Antihypertensive Medication Regimens Among Older Adults at Hospital Discharge

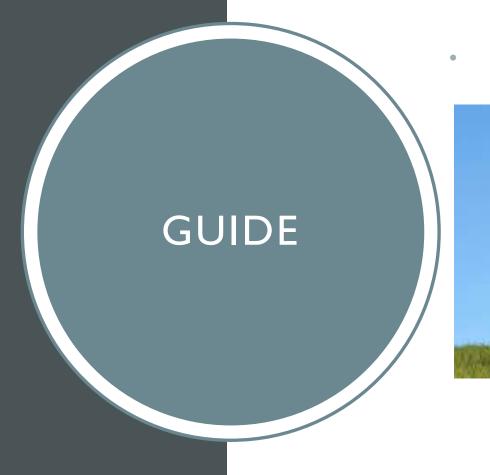
Timothy S. Anderson, MD, MAS, MA; Bocheng Jing, MS; Andrew Auerbach, MD; Charlie M. Wray, DO, MS; Sei Lee, MD; W. John Boscardin, PhD; Kathy Fung, MS; Sarah Ngo, MLIS; Molly Silvestrini, BA; Michael A. Steinman, MD

Determining the Utility of Methicillin-Resistant Staphylococcus aureus Nares Screening in Antimicrobial

Stewardship

Kari A. Mergeelagee, 'Kaitlyn E. Starr,' Bethany A. Wattengel, 'Alan J. Lesse, 134 Zarchi Sumon,' and John A. Sellick¹³

Department of Pharmacy, Visions Affairs Visions New York Healthcare Systems, Buffairs, New York, 1554, Toppertment of Infactions Diseases, Visions Affairs Washers New York Teach Control, Multiple New York, 1554, and Toppertment of Security Affairs Washers and Bornatolial Diseases, Buffairs, New York, 1554, and Toppertment of Security Affairs Affairs, Affairs, New York, 1554, and Toppertment of Security Affairs, New York, 1554, and 1554,







- To the student "That was a great approach to anemia- I also think of production, destruction and loss as 3 basic mechanisms."
- To the intern "Are there any clues on our current labs to any of these processes?" or "What fits and doesn't fit our current hypothesis about the cause of this patient's anemia?"
- To the resident "What causes of anemia do you feel you miss the most often" or "when might clue you in to you look for iron deficiency before the MCV is < 80?" or "what is your diagnostic approach (schema) to hemolysis specifically?" or "Since everyone has anemia in the hospital, when do you decide to dig deeper and do a more advanced work up"

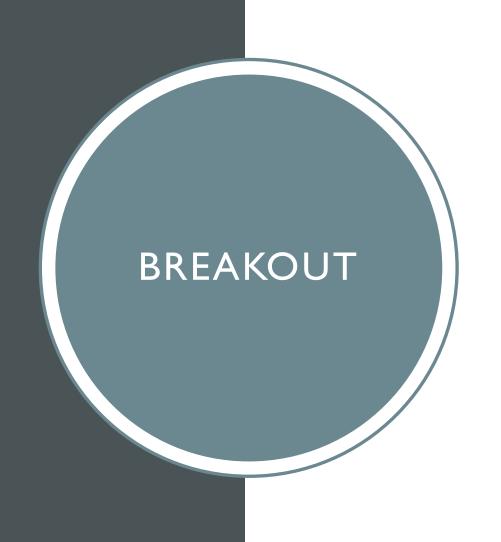
Courtesy of Dr. Joe Nicholas

Table 1. Descriptions of multilevel teaching techniques.

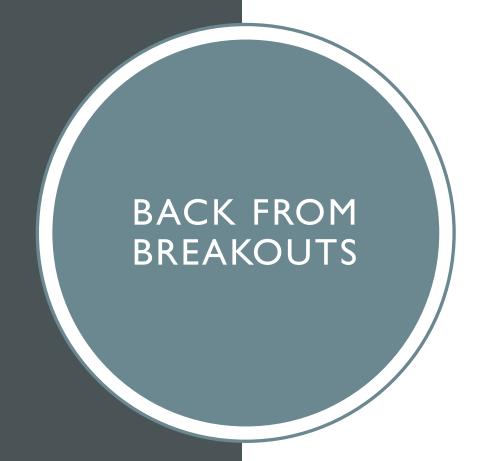
Technique	Description	Example ^a
Broadening	Change the specifics of a given case to make it more challenging or interesting	"What if the patient were 45 instead of 75? How would that change management?"
Targeting	Target medical knowledge or management questions at specific team members based on the difficulty of the question	"Paolo, how do we decide if a patient with pneumonia needs to be admitted?John, what are the most common bacteria that cause community acquired pneumonia?Great. Susan, what are some of the possible complications of pneumonia that we should watch for in this patient?"
Novelty	Offer new data	Discuss a newly published article
Up the Ladder	Ask the same question to the medical student, then the intem, then the resident, etc.	"John, in this patient with a recent variceal bleed, what treatments should we consider?Paolo, what do you think?Susan, how do you think about it?"
Student as Teacher	Have a more senior learner train a more junior one	"Susan, can you show John how to evaluate for ascites?
Mu N. ver	Seek many answers to the same question	"Here we have a patient with shortness of breath and a fever. What do you think is the most likely diagnosis and why?OK, we've heard that Paolo thinks the patient has a PE because of a recent hospital stay. What do the rest of you think?"
No 4 v Answer	Ask questions with no single correct answer	"When and how should we tell the patient his diagnosis?"
Teaching to the Top	Teach to the most senior trainee on the team	"Susan, the next thing to try in a heart failure patient who is already on maximum doses of inotropic agents and cannot tolerate further afterload reduction is"
Ex Ph. Challenge	Teach at a level above everyone on the team	"One way to study the development of drug resistance is to do a haplotype analysis "

Note: a The characters in the examples are a third-year medical student named John, an intern named Paolo, and a senior resident named Susan. The "speaker" is the attending.

Certain, LK et al. 2011 Med Teacher



- Who are your learners?
 - Which are easiest to engage?
 - Who do you struggle to engage?
- Have you tried any of these strategies? What works and what didn't?
- Practice or discuss a strategy you would like to try with your learners.



- Who are your learners?
- Have you tried any of these strategies?
- What did you practice or discuss?



- You're doing a great job!
- Get to know your learners and their goals.
- Challenging and providing reviews for your learners are both ok.
- Find different ways to engage your learners in their own education.