



From Clerks to Colleagues

ADAPTING YOUR TEACHING ACROSS THE
LEARNER SPECTRUM



Dr. Jesse Guscott CFPC(FPA)



Anesthetist
Hospitalist
Simulation Program
Director



Course Director



Course Instructor

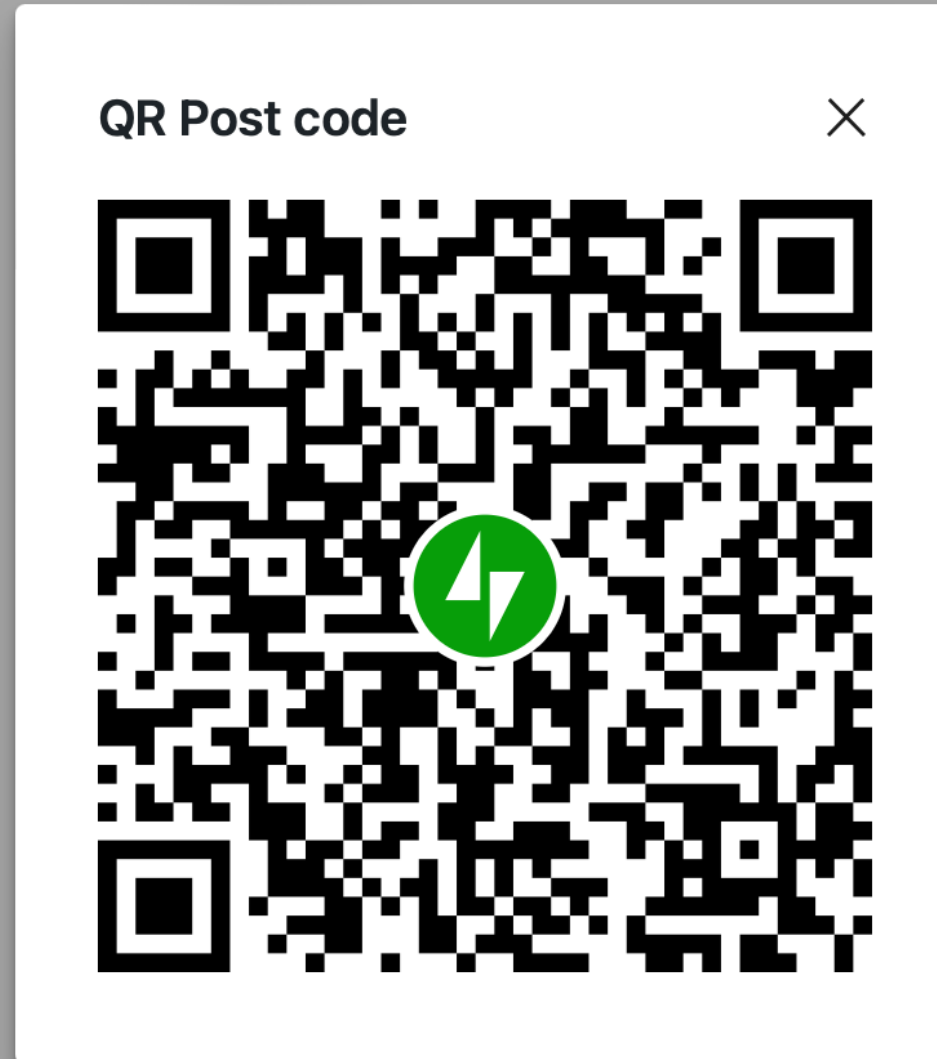


Family Medicine

Associate Clinical
Professor
Family Practice
Anesthesia Program
Director

From Clerks to Colleagues

Type / to choose a block



Disclosure of Financial Support

This program has received no financial support

This program has received no in-kind support

Potential for conflict(s) of interest:None Identified

Faculty and Presenter Disclosures

Faculty: Jesse Guscott

Relationships with financial sponsors: None

Dr. Guscott receives teaching stipends and speakers honoraria from a number of educational conferences and educational organizations none of which are industry sponsored or product related.

Objectives



Explore the key differences between learner groups in medical education



Identify ways to adapt tour teaching approach to meet the needs of our audience



▲
Kylie Booth

CGMH EM
CASTED



▲
Matt Distefano

CGMH
CASTED



▲
Gregg Bolton

CGMH
SCORE



▲
Rob Anderson

NOSM
RCPS



▲
Andrew Hall

U OF O
RCPS



▲
Arun Sayal

U OF T
CASTED



My Dream Team

Universal Truths

Setting the Stage

All Learner Groups



Feedback is a process



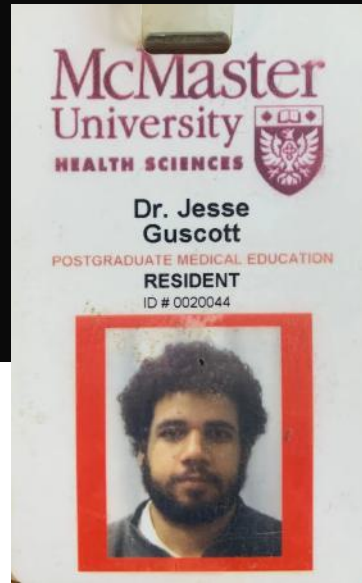
Attend to the relational component



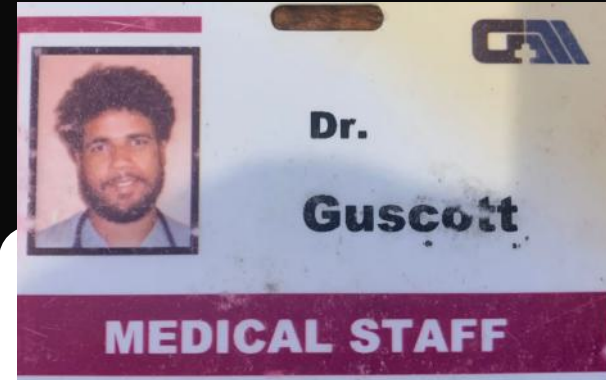
Understand the goal and negotiate a mutually agreed upon approach to the objectives



JR Learner



Sr Learner



Staff MDs



**Interdisciplinary
Colleagues**

Table 1,3,5

One thing that's fun about this group

One pearl to set the stage for an effective day/shift/rotation

Table 2,4,6

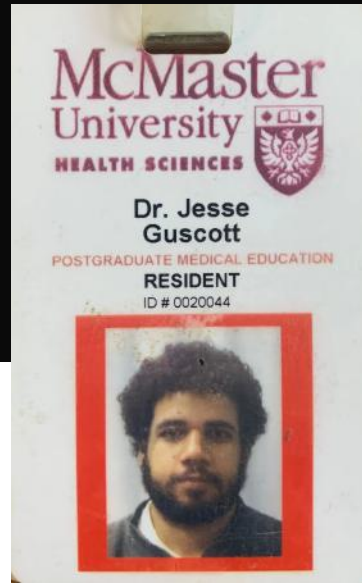
One thing that's challenging about this group

One pearl for maximizing the effectiveness of your interaction



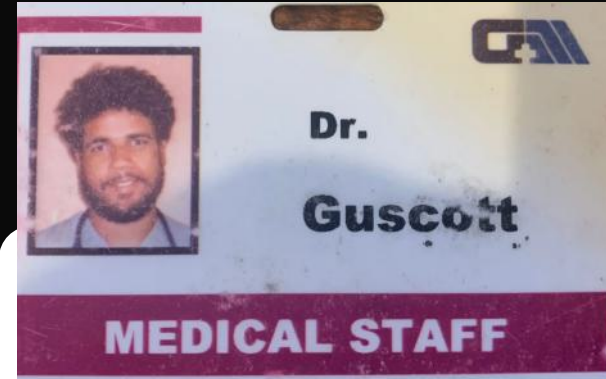
JR Learner

"I'm not competent teach me anything!"



Sr Learner

"Teach me what I need and please tell me I'm almost competent"



Staff MDs

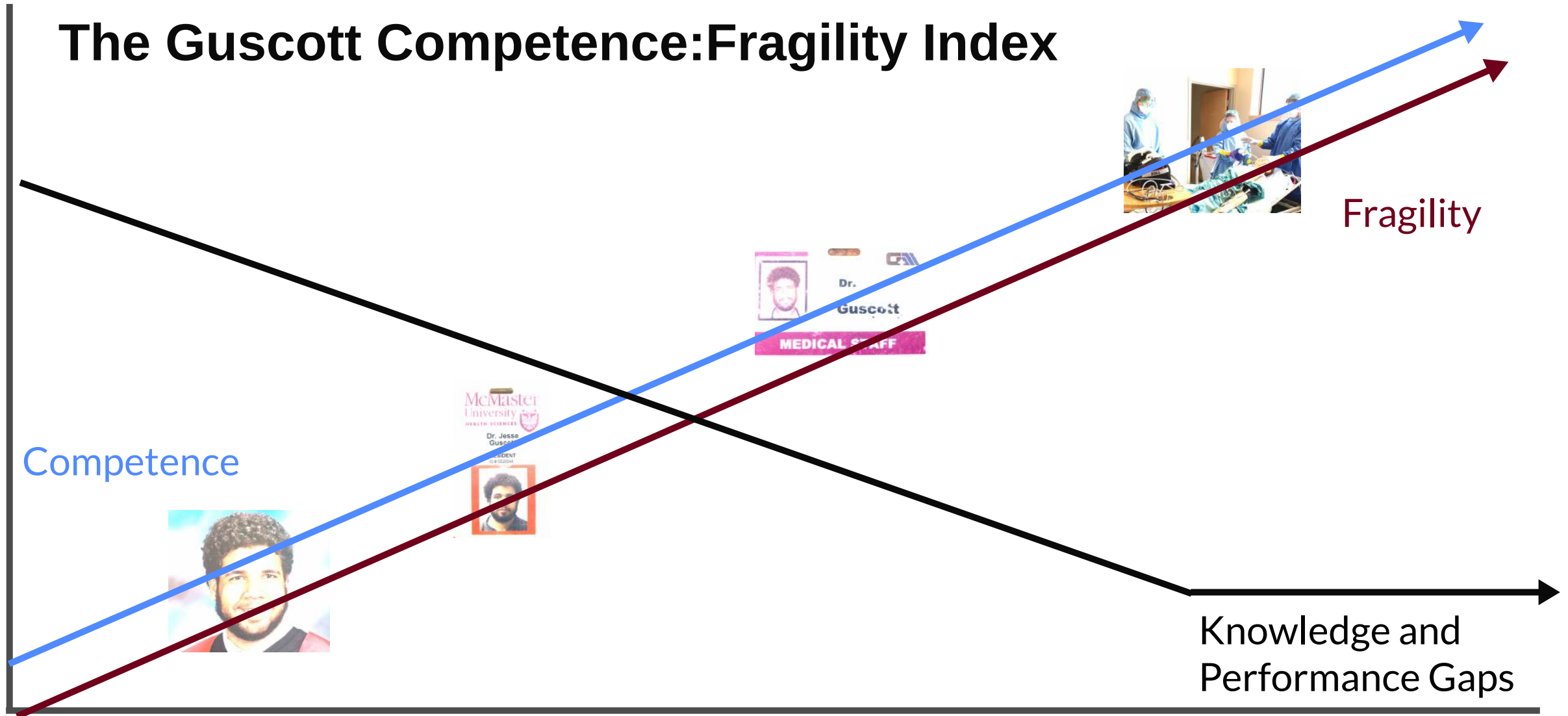
"Help me get better but please don't tell me I'm not competent"



Interdisciplinary Colleagues

Let's all get better but don't let my colleagues think that I'm not competent

The Guscott Competence:Fragility Index



LEARNER COMPARISON

Setting the Stage



JR Learner

"I'm not
competent teach
me anything!"

Junior Learners

LEARNER COMPARISON

Setting the Stage



JR Learner

"I'm not
competent teach
me anything!"

Junior Learners



Engage the learner as a person first



Everything is new and cool, help them figure out what they really like and what kind of problems they want to solve

LEARNER COMPARISON

Techniques



JR Learner

"I'm not
competent teach
me anything!"

Junior Learners



Encourage decision making and commitment to a diagnosis



When a learner says "I don't know" show them that they know more than they think

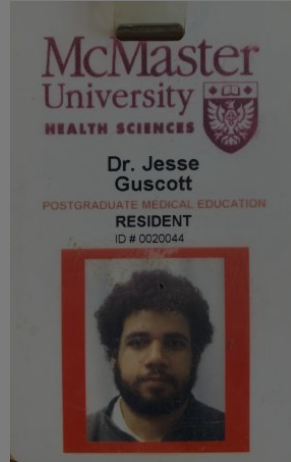


Anchor textbook knowledge and new learning to cases.

LEARNER COMPARISON

Setting the Stage

Senior Learners

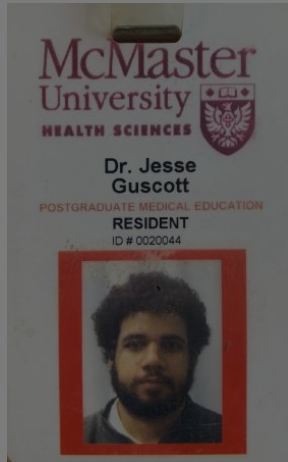


Sr Learner

"Teach me what I need and please tell me I'm almost competent"

LEARNER COMPARISON

Setting the Stage



Sr Learner

"Teach me what I need and please tell me I'm almost competent"

Senior Learners



Create safety



Be clear on the objectives for the day/hour/shift. Not every shift needs to be about growing independence



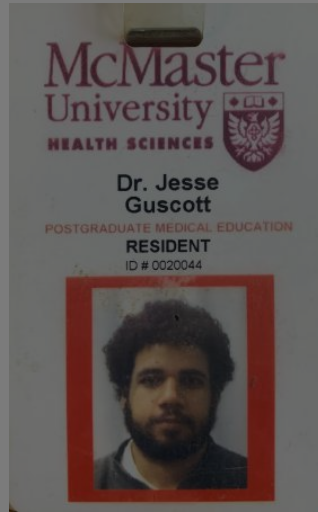
Shift from Fact based teaching to Wisdom based teaching with focus on communication, style and problem solving



Tell them you will probe to find the limit of understanding so you can add there. Zone of proximal development

LEARNER COMPARISON

Techniques



Sr Learner

"Teach me what I need and please tell me I'm almost competent"

Senior Learners



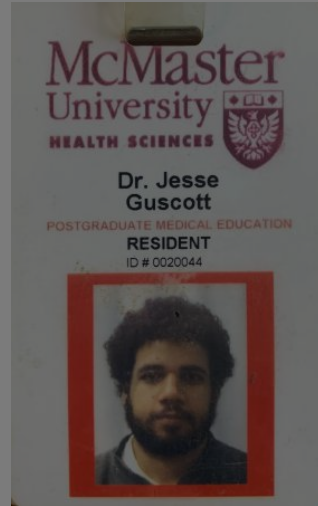
The right answer is less important than how they got there. Focus on the "Why" and the "What if"



Identify areas where you are not a content expert and share your techniques for decision making in these realms.

LEARNER COMPARISON

Techniques



Sr Learner

"Teach me what I need and please tell me I'm almost competent"

Senior Learners



Observe the learner and have them observe you

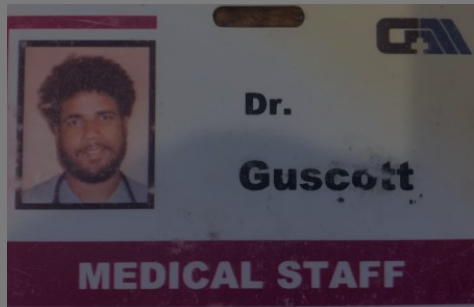


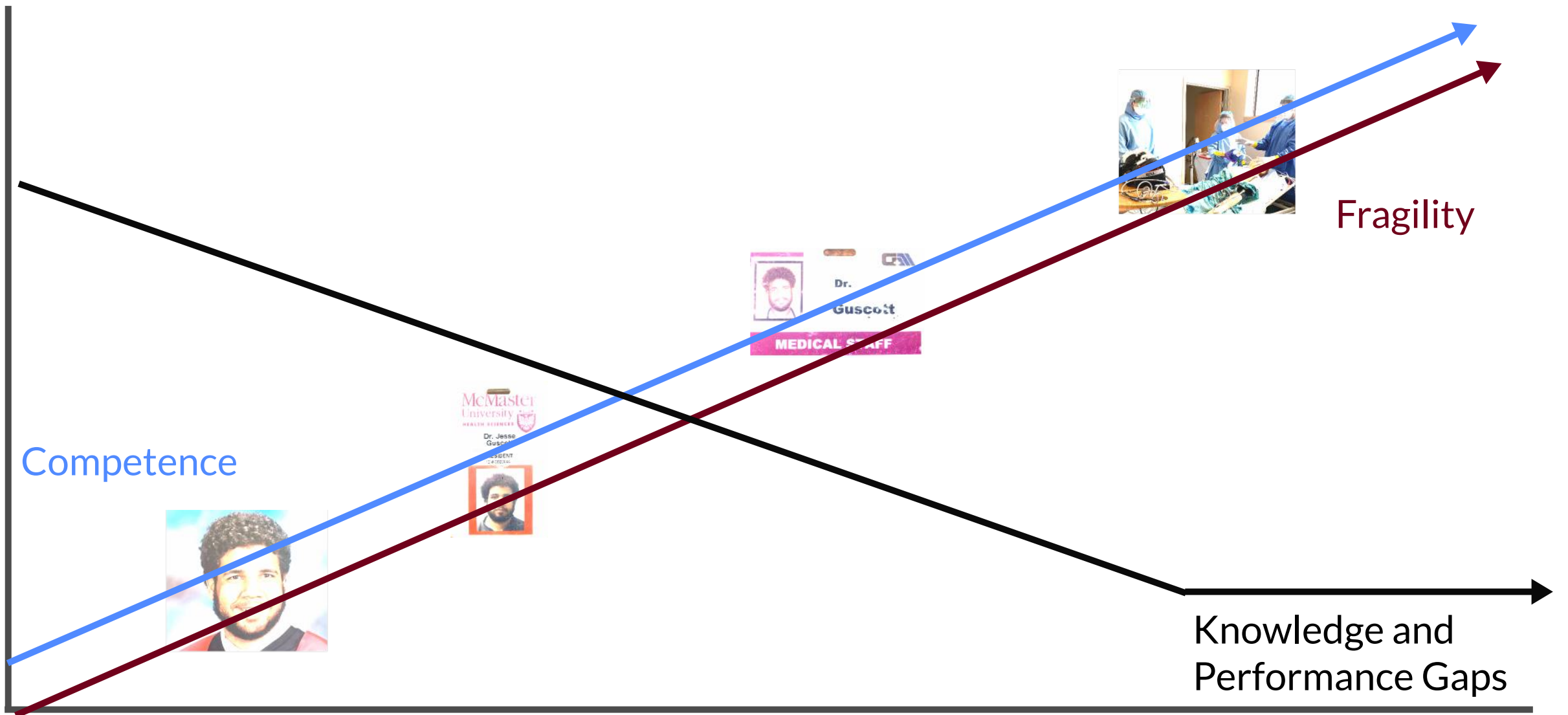
Explore differences in approaches and techniques and embrace the grey

LEARNER COMPARISON

Goals and Objectives

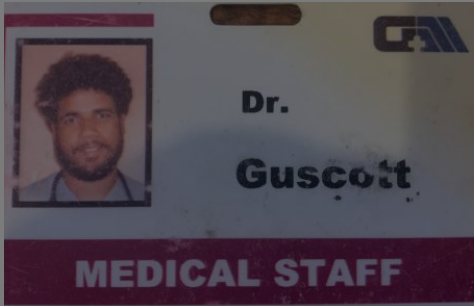
Practicing Physicians





LEARNER COMPARISON

Goals and Objectives



Practicing Physicians



Establish your role as a coach



Focus on their goals before yours



Sacrifice learning for safety.

LEARNER COMPARISON

Techniques



Staff MDs

"Help me get better and please don't tell me I'm not competent"

Practicing Physicians



If you sense defensiveness, work harder to create safety.



Normalize performance gaps and focus on the "why"

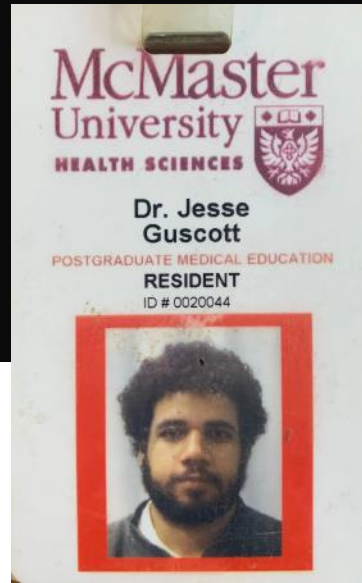


Use examples of your own suboptimal performances.



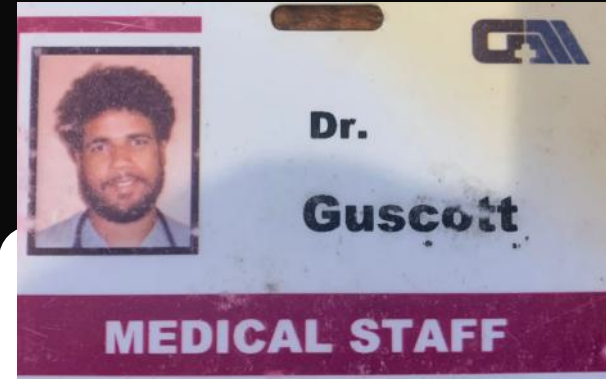
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THANK YOU!

DO YOU HAVE ANY QUESTIONS?