

Tools and Tactics for Effective Teaching



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Learning Objectives



- Discuss what learners should expect from preceptors.
- List factors that increase student motivation and engagement.
- Describe precepting/teaching techniques that are both effective and efficient.
- Discuss solutions for maintaining precepting/work balance as well as a work/life balance.

What would you do?

You are the preceptor for a Internal Medicine APPE at large private hospital. This month, you expected your students, Susan and Sam, to be great as both are leaders in major student organizations. One week into your demanding rotation, Susan is starting to get the hang of things, takes initiative, and is prepared for her daily patient care activities. Sam is barely holding it together. Sam is unprepared, doesn't know his patients, and doesn't participate in topic discussions.

- 1. What would you do at this point in the APPE?*
- 2. What would you do if you could go back in time to the beginning of the learning experience?*

What Learners Should Expect from Preceptors



Quality Feedback

Specific

Immediate

Actionable

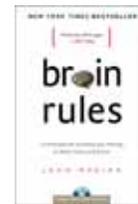
Criteria-
Based

Sarah is a competent student who has just turned in a project that was a good project, but not as good as she is capable of doing. What should you say to maximize the probability that Sarah will work harder on similar projects in the future?

- a. "Nice job. But I expected more from you."
- b. "Nice job. But you're a better student than this."
- c. "Nice job. You could do even better if you tried this...."
- d. "You're the best student in the class. You can do better than this."
- e. "Why don't you work harder, like Karen?"

Stress and learning

- Stressed brains learn differently than non-stressed brains.
- Body reacts similarly to positive or negative stress.
- Chronic vs. acute stress



Medina, 2008
www.brainrules.net

Stressed brains don't work the same way

Chronic Stress

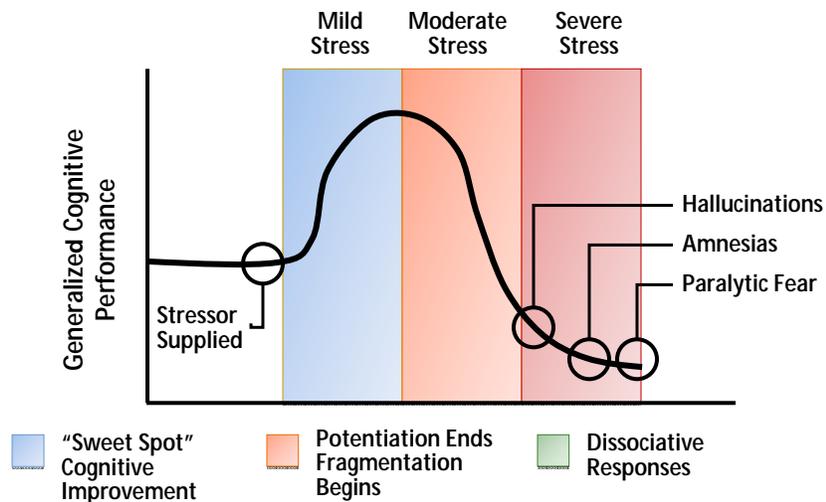
- Impairs learning
 - Declarative memory
 - Executive function
- Depression
 - Memory
 - Language
 - Quantitative reasoning

Acute Stress

- Emotional stimulation and learning
- Cortisol and memory
 - Consolidation
 - Retrieval

Medina, Brain Rules, 2008
www.brainrules.net

Cognitive Performance and Stress



www.brainrules.net

Stress and Learning

What does this mean for my precepting ?

- Authentic, mild degree of stress improves learning.
- Too much stress may impede learning.
- Students remember content with emotional hooks.
- The patient care setting is an effective learning environment.



Student Motivation and Engagement



What is motivation?

- Initiation and sustaining behavior, sustained attention and focus
- Based on an individual's:
 - Self-efficacy (*Can I do this?*)
 - Motivation (*Why do I want to do this?*)

Why do I want to do this?



Intrinsic

- Engage due to enjoyment
- Task is valuable or interesting
- Learn to improve

Extrinsic

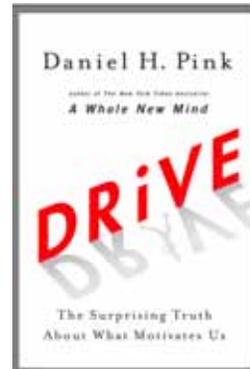
- Engage to receive rewards or avoid punishment
- Impress others
- Outperform others

Benefits of Intrinsic Motivation

- Associated with increases in:
 - Persistence / engagement
 - Cognitive strategy use
 - Emotional well-being
 - Learning and achievement

Motivation

- Autonomy
- Mastery
- Purpose



Supporting Intrinsic Motivation

- **Autonomy**
 - Choice in Task
 - Choice in Evaluation
 - Choice in Timing
- **Mastery** (competence)
 - Authentic Problems
 - Tracking Progress/Reflection
- **Purpose** (relatedness)
 - Clarifying the whys
 - Learners see the impact of what they do



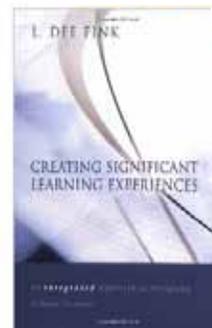
Engagement

Increasing student engagement:

- Enhances learning
- Improves performance
- Pharmacy practice experiences can engage students in meaningful and memorable ways!

Creating Significant Learning Experiences Characteristics

- Process
 - Engaged
 - High Energy
- Outcomes
 - Significant and lasting change
 - Value in life/career



Creating Significant Learning Experiences, Fink (2003)

How can we cultivate motivation and engagement on our pharmacy practice experiences?

- Learning assignments that are relevant and application-based
- Learners see the final outcomes of their projects, interventions, or activities.
- Service learning/community engagement
- Experiential education with meaningful activities
- Provide opportunities for choice (autonomy) and practice (mastery)

Balancing the Many Roles and Responsibilities of Being a Preceptor



What is balance?

- a means of judging or deciding
- a counterbalancing weight, force, or influence
- equipoise between contrasting, opposing, or interacting elements
- an aesthetically pleasing integration of elements
- the ability to retain one's balance
- weight or force of one side in excess of another
- mental and emotional steadiness

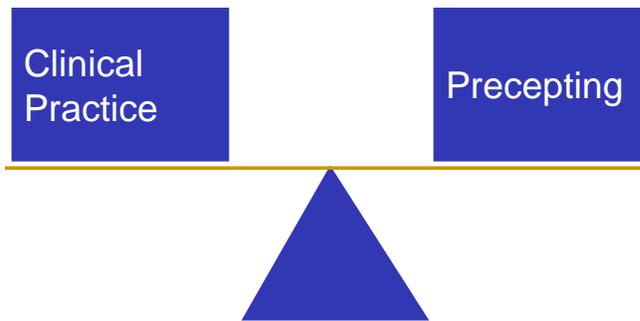
<http://www.merriam-webster.com>

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Balancing



Balancing



Balancing



Solutions: PILL



Prioritize
Integrate
Let go
Laugh

Prioritize:
Which quadrant are you in?



Seven Habits of Highly Effective People
(Stephen Covey)

Prioritize



- Most Important Things (MIT)
- Plan 2-3 MITs per day
- Do them first!

Zen to Done: The Ultimate Simple Productivity System (Leo Babauta)
<http://zenhabits.net/>

Prioritize The Law of Forced Efficiency

"There will never be enough time to do everything you have to do, but there is always enough time to do the most important thing."

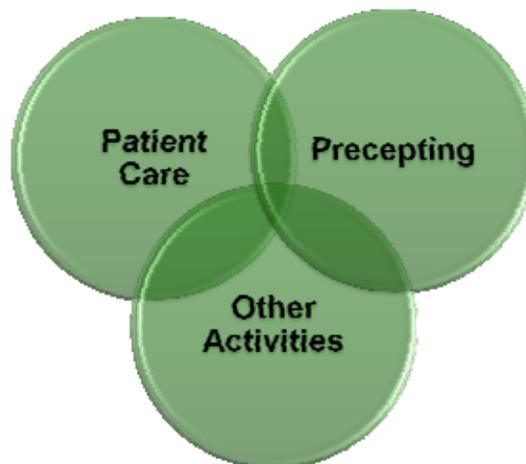
~ Brian Tracy

Is it also the most challenging thing?

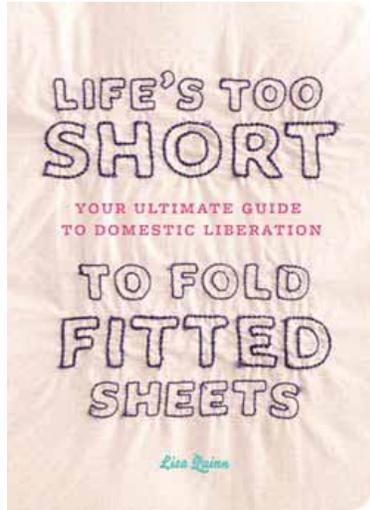
If so, what do you do then?

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Integration



Let go



*"A clean house is a sign
of a wasted life."*

~ Belva Pennington

Laugh



"Sometimes you have to laugh to keep from crying."

~ Belva Pennington

Key Points

- Time invested in orientation is time well spent.
- Timely, specific feedback is key!
- Keep students motivated and engaged.
- Prioritize
- Integrate
- Let go and Laugh

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