

Training Medical Trainers Barnsley 2018



Teaching others is an art that comes naturally to few, but is a skill that can be learned. Such skills are an important part of work as a clinician, as well as those involved in training. Whether we like it or not, others often judge our competence, based on our presentation skills. Effective presentation is the ability to communicate a message to an audience in a way that produces a desired change in their understanding or opinion.

Preparation is the key to success, and a structured approach to preparation is essential. Often the untrained teacher focuses on passing as much information to the audience as possible, with little thought given to the essentials, such as what the learner should achieve, how can they establish rapport quickly and effectively, or which visual aids work best.

For clinicians, excellent teaching and presentation skills are essential.

This practical programme, run over 2 days will be structured around the needs of the individual trainer. **You will spend part of the evening of the first day preparing for teaching practice on day 2.** At the end of the programme, you will be able to:

- Underpin teaching with learning principles
- Engage quickly and effectively
- Plan a supervision strategy
- Assess knowledge, skills, judgement and professionalism
- Structure practical skills teaching
- Integrate tips and tricks into delivery of formal presentations
- Prepare effective visual aids
- Deal with questions and interaction
- Draft written evidence to support a request for recognition as a trainer and supervisor.

The Standards for Surgical Trainers from the Faculty of Surgical Trainers at the Royal College of Surgeons of Edinburgh as follows, underpin this programme, but it makes no difference what type of clinician you are:

1. Ensuring safe and effective patient care through training
2. Establishing and maintaining an environment for learning
3. Teaching and facilitating learning
4. Enhancing learning through assessment
5. Supporting and monitoring educational progress
6. Guiding personal and professional development
7. Continuing professional development as an educator.

Faculty

Lisa Hadfield Law – FacadMEd –Educationalist, UK

Participants

For 16 participants

Day 1
<p>09.00-09.45 WELCOME AND INTRODUCTIONS 45 mins</p> <p>The programme should be linked throughout, to the relevant curriculum. Participants to introduce each other</p>
<p>09.45 – 10.45 PRINCIPLES OF TEACHING AND FACILITATING LEARNING 75 mins</p> <ul style="list-style-type: none"> • Identify principles of learning including feedback • Link to the 7 habits of effective trainers • Use key terminology for feedback during teaching practice
<p>Coffee 10.45-11.00</p>
<p>11.00 – 13.00 TEACHING PRACTICE 120 mins</p> <p>All participants to be offered the opportunity to facilitate a 5 minute teaching session to half the group.</p>
<p>13.00- 13.30 lunch</p>
<p>13.30-15.00 FACILITATING SMALL GROUP LEARNING 60 mins</p> <ul style="list-style-type: none"> • Outline the continuum between open and closed discussions • Identify appropriate opportunities in surgical practice for small group teaching • Structure planning • Discuss techniques for facilitating the group process • Use appropriate questioning techniques to help achieve outcomes • Link to short discussions in clinical practice.
<p>15.00-15.15 tea</p>
<p>15.15 – 16.45 TEACHING PRACTICE 90 mins</p> <p>Participants to be offered the opportunity to facilitate a 5 minute discussion to the group</p>

Day 2
<p>09.00-10.15 TEACHING PRACTICE 75 mins</p> <p>Participants to be offered the opportunity to facilitate a 5 minute discussion to half the group</p>

10.15 – 10.45 LEARNING SKILLS 30mins

- Identify the four stages of practical skills teaching
- Provide a rationale for each
- Apply this framework to teaching a non – clinical skill
- Demonstrate facilitation of useful feedback for other participants

Coffee 10.45 – 11.00

11.00-12.30 MAINTAINING A LEARNING ENVIRONMENT IN PRACTICE 90mins

- Adapt the 4 stage framework to practice
- Discuss how to optimize opportunistic teaching and assessing in:
 - Operating theatre
 - Bedside
 - Outpatients and emergency department
- Discuss ways of sharing responsibility for learning with learners
- Integrate workplace based assessment tools into practice
- Define the role of simulation
- Highlight ways in which your own clinical teaching might be improved
- Integrate reflection

Ex – integration of simulation into training.

12.30 – 13.00 - Lunch

13.00- 14.00 ASSESSMENT OF PRACTICE

Outcomes: By the end of this session you will be able to:

- Define the purpose of assessment in training
- Differentiate between formative and summative assessment
- Identify the challenges you face in practice
- Plan an appropriate route to learn more re assessment tools
- Integrate reflective writing into teaching practice

14.00 – 15.00 CHALLENGES FACING TRAINERS 60mins

- Recognise the trainee in difficulty
- Formulate plans to address or refer early
- Select appropriate support and referral mechanisms
- Considered the issue of diversity and how it dovetails with training

15.00-15.30 ACTION PLANNING 35 mins