Refreshing our joy in clinical teaching:

Sharing tips and wisdom for "in-the-moment" teaching

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Disclosures

Presenters: Jonathan Fliegel

I have documented no financial relationships to disclose or Conflicts of Interest (COIs) to resolve.

I have documented this presentation *will not* involve discussion of unapproved or off-label, experimental or investigational use.



Today's Objectives

Discuss **best practices** for our clinical teaching

Summarize **Challenges** encountered when teaching

Outline a **toobox** of tips and resources for clinical teaching

Identify specific **Teaching Pearls** that you will apply this month and this year





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Challenges Discussion



Challenges: Mopping up Miss the Mark Unsure of learner knowledge and skills Alignment with curricula Variable interest /confidence **Clinical opportunities differ Competing priorities TIME** Do you feel prepared?



My pearls

Set the Stage

Getting to



Prepare & Focus

Goals Needs **O**bjectives **Methods E**valuation

Roberts, Pediatrics

UWHealthKids



Beyond facts to Skills

Communication Clinical Reasoning Evidence Practice



Ask before Telling

Ask before Telling



Competent

Advanced Beginner

Novice

Long, Pediatrics

Ask before Telling Compare & Contrast Proficient

Interpret

Competent Explain Advanced Beginner

List

Novice

Long, Pediatrics







Mind the Gaps

Enthusiasm

Expectations

Attention

Know your peeps

Mind the Gaps

Aware

Acknowledge

Address

Enthusiasm

Expectations

Attention



MISTAKE

Oops, not the best choice...

I WISH I HADN'T DONE IT THAT WAY

This appears to be a "Learning Opportunity"...



Toolbox

Set the Stage

Getting to know you

Prepare & Focus

Go beyond Facts to Skills

Ask before telling

Think Out Loud

Mind the Gaps

Be a Super Model

Carpe Diem





Be Super

Know Thyself

Observe and Comment

What did we learn?

How did we do?

Potiseik, Pediatrics

Transform Role Modeling Into

SuperModeling



Self-awareness

Recognize influence on learners and importance of role-modeling; discuss responsibility with learners



Unconscious becomes conscious

Address implicit knowledge, skills, and attitudes observed in clinical practice

Plan debrief



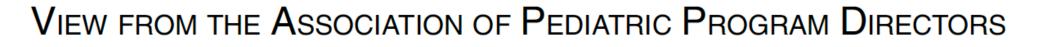
Make time to debrief encounters that offer learning points

Encourage Reflection



Explore reactions to clinical encounters; admit shortcomings; have learners explore reasons for imitating behaviors

Carpe Diem



Recognizing and Seizing the Teachable Moment

Benjamin G. Miller, MD; John Szymusiak, MD, MS



Miller, 2021, Academic Pediatrics



Carpe Diem

Discuss Goals & Expectations

Build culture of error

Anticipate common error

Withhold answer

Manage time

Practice mindfulness

Opps & Resources

Teaching Scripts

Communication

Clinical Reasoning

Evidence Practice

SOHM Library

SPIKES, etc Med Improv

NEJM, VITAMINS





This is my LAST slide





LINK



