

Learn While Laughing

Innovative Didactic Techniques to Engage the Adult Learner



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Objectives

- Identify common inadequacies of a traditional, lecture-based didactic format
- Describe methods of non-lecture based instruction including use of games, novel pair-share approaches and role play opportunities
- Creatively assess didactics you may give

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Adult Learning: Make it Real, Make it Fun

- Immediately useful, relevant to learners' lives
- Training environment welcoming, safe
- Presentation engaging
- Learners have chance to share their experiences
- Power of tension

Engage Adult Learners Through Action

- Case studies, role plays, and small group discussions
- Experiential learning
- Games, table-tops, and simulations
- Projects and writing tasks
- Classroom training, lectures

Ideal Attributes of Effective Sign Out

- Uses sign-out list
- Reason for admission
- Understanding confirmed: Read back
- Responsibility for tasks clearly assigned
- Identifies patient by name
- Face to face
- Questions elicited
- Appropriate comments RE: patients, family, staff
- Anticipatory guidance provided with plan of action
- Concise, no interruptions, minimal noise

How do you teach sign out?

Role Play Extremes to Model the “Better” Approach

- **Sign out**
- Family meetings
- Using interpreter services
- Giving bad news
- Pregnancy options counseling

Future Theater – administrative tasks

Procedural Logging Vignettes—Implications for credentialing

Graduation requirements vs procedural competency

The first day of work after residency...

Reasons to log procedures after you’ve met your minimum

The woeful tail of a resident who stopped logging her procedures...

CHF EXERCISE

- Form groups of 2 or 3
- You should each have a different color paper (your “drug rep portfolio”) on your seat. Take 2 minutes to review your portfolio.
- Pitch your drug as convincingly as possible to the other members of your group. You have 2 minutes per pitch. Take turns making your pitches.
- Try to remember as much as you can about the other drugs!

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Persuasive Argument Advances Learner to Teacher

Resident as drug rep

CHF

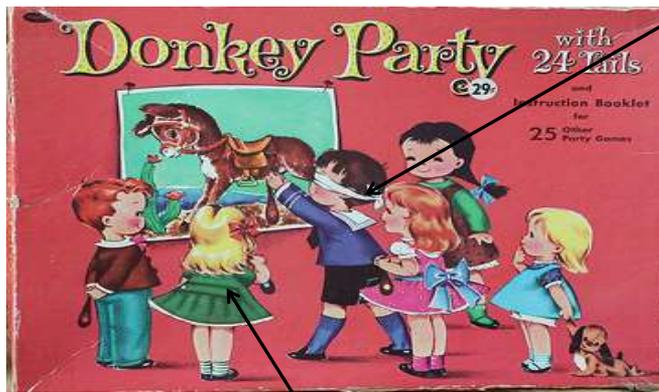
DM

HTN

USPSTF representative vs. specialty interest groups

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Use Feedback to Help Learner Get Best Evaluation Possible for Them



**Peer, Student,
Attending**

You

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Creative Methods to Teach Feedback

Game Playing

Pin the Tail on the Donkey

Use of media

Observation skills – “murder mystery”

Critique reality TV judging (dance, chef, etc.)

University of Washington medical learner videos

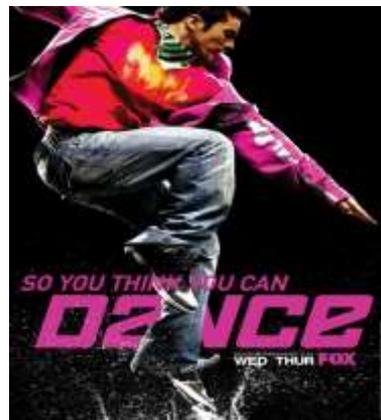
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To give feedback you have to observe

- [How good are your powers of observation?](#)
- Difficult to give feedback on multiple competencies unless one is primed to look for specific behaviors or skills.

SYTYCD: Judging the Judges

- [SYTYCD](#)
- Watch how each of the judges responds
- Minute 3:55 – 8:18



Judging the Judges

- [Street Corner Symphony](#)
- Minute 2:30 – 5:15

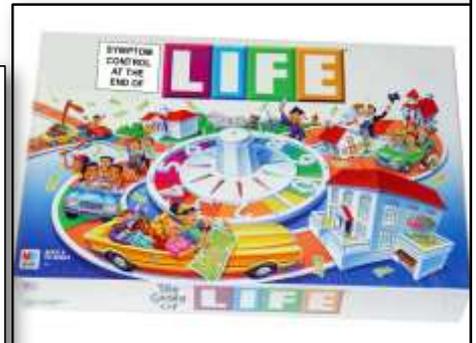


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Incentivize Lecture Participation with Opportunity to Play a Fun Game

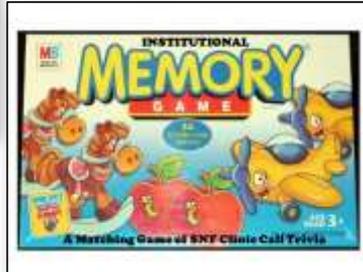


(root beer of course)



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Redesign Game Content to Teach any Subject



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Use Tension / Competition to Increase Engagement

Speed Adds Intensity



Collaboration Fosters Teamwork

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“Case Race” Overview

Case presented with CC, HPI, PE. Full of confounding history and exam findings

- R1-R3 disperse evenly into small groups

Instructor gives test results as groups order them, and tracks group expenses

- First group with correct dx and least costly workup wins

Debrief: instructor reviews case, appropriate workup, exam and history pearls

Credit: based on Tulane model, adapted by Dr. Flament

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“Case Race” Logistics

Duration

- 1-2 hours, depending on depth of workup

Preparation

- Significant prep burden in finding case, making up results, determining costs, debrief presentation
- Specific case only repeatable q3 years

Engages active learning and teamwork, highly regarded by resident learners

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One last thing...

- Please complete the [online evaluation](#).

Group Brainstorm

References

- Applying adult learning principles to medical education in the United States 2004, Vol. 26, No. 1 , Pages 79-85 (doi:10.1080/01421590310001642957)
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- Educating Physicians: A Call for Reform of Medical School and Residency By Molly Cooke, David M. Irby, Bridget C. O'Brien, 2010.

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During the break...

- Discuss / think about how you might implement the information you just heard.
- Fill out a session evaluation.

Thank You!



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