

Becoming a Teacher

Preceptor Module Three

This program funded by grants from the

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PRECEPTOR TRAINING

Session Three Outline

- Being/Becoming a Teacher
- Core Teaching Skills
- Teaching Attitudes, Knowledge and Skills
- Skills in Reflection
- Word Practice
- Working with Interpreters
- Being a “Trust Bridge”



Goals:

- Reflect on our roles as learners and teachers
- Review principles and theories of education and learning
- Present process of course design
- Apply the process
- Learn about the power of words
- Review principles and practice of being an interpreter
- Learn the skills of reflection
- Become a “Trust Bridge”
- Become a teacher

Become a Teacher

- The purpose of this training and this particular session is to help realize that all of us are teachers: with our families, with each other, and with ourselves
- In the work setting, we are constantly teaching: patients, staff, our colleagues, and ourselves

Once we become aware that we are teachers, then we can consider the teacher we want to be, and how we want to integrate the art of teaching into our personal and professional lives

Being a Role Model

I Asked for Wonder

by A.J. Heschel

- “What we need more than anything else is not *textbooks* but *textpeople*”
- When asking oneself: “Do I stand for what I teach? Do I believe what I say?”, we must be able to answer in the affirmative



Being a Role Model

“We must become the change we wish to see in the world.”

-Gandhi

Ourselves as Role Models

- We are always being role models, we are always teaching, just by our behavior
- Who were some of your teachers? What did you learn from them about teaching?
- What did you learn from some of your best teachers about how to teach?
- What did you learn from some of your worst teachers about how not to teach?

Reflections on Being a Teacher

(Read these aloud, one at a time)

- “One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but the warmth is the vital element for the growing plant and the soul of the child.”

Carl Jung

- “Education is not the filling of a pail but the lighting of a fire.”

W.B. Yeats

- “A teacher affects eternity: he can never tell where his influence stops.”

Henry Adams

Reflections on Being a Teacher

Continue to read these aloud, one at a time)

- “Every child is an artist. The problem is how to remain an artist once he grows up.”

Pablo Picasso

- “It is the supreme art of the teacher, to awaken joy in creative expression and knowledge.”

Albert Einstein

- “Without education, you’re not going anywhere in this world.”

Malcolm X

- “No bubble is so iridescent or floats longer than that blown by the successful teacher.”

Sir William Osler

To be effective teachers, we must don the shoes of the learner.

- “The real turning point in my life came when she said, ‘I think Conrad will amount to something.’ This changed my life in an instant.” Conrad Aiken
- “He will learn from the child how to perfect himself as a teacher.” Maria Montessori
- “May I know how to nourish the seeds of joy in him or her every day.” Thich Nhat Hanh
- “To see a world in a grain of sand and Heaven in a wild flower, hold infinity in the palm of your hand, and Eternity in an hour.” William Blake

Teacher

by Sylvia Ashton-Warner 1963

Sylvia Ashton-Warner was a teacher from Britain who went to teach Maori children in New Zealand. She realized that the best way to teach the children was from their own experience. She wrote:

- “I don’t believe in shiny polished blocks.”
- “The shine and the color should be supplied by the child’s own imagination.”
- “The polish and color supplied externally is an imposition! Which I scream is deadly!”
- “Whatever his imagination does supply will be in character with his own needs, intensive, cohesive, and organic.....”

Teacher

Ashton-Warner

- “It is not beauty to abruptly halt the growth of a young mind and to overlay it with the frame of an imposed culture.”
- “First books must be made of the stuff of the child himself, whatever and wherever the child.”
- “I must do what I believe and I believe in what I do. Life is too short for anything else.”
- Their “first books” were based on words from their lives, “My mother went to the well for water. “ “I heard the hyenas howling last night.”

Tolstoy's schools-Diary 1857

“First, he must fathom the mind of the peasant child, and by doing away with punishments, let his pupils teach him the art of teaching.”

“These free Tolstoy schools, without programs, without punishments, without rules, without foreseeing the will of a child, were remarkably successful. The teacher considered it his duty to assist the children in their search by adjusting his method of approach to the individual child.”

Described in Teacher - Ashton-Warner

Theories and Approaches

- Blanchard:

Telling, coaching, participating/facilitating, delegating

- Parker Palmer, *The Courage to Teach*:

“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher and the sense of self they evoke within each of us.”

- Rogers, Person-Centered Approach:

Empathy, congruence, positive regard

Adapted from The One Minute Manager

by Ken Blanchard

Blanchard's steps come from the world of management training. He suggests that when we help someone become a staff person/manager or leader, there are four stages:

- TELLING: First we tell somebody what to do. We give them specific tasks to complete and we closely monitor the completion of the task.
- COACHING: Then, as we begin to trust their skills, we coach (from the sidelines, as in sports, but still calling the plays).

Adapted from The One Minute Manager

by Ken Blanchard

- PARTICIPATING/FACILITATING: As we continue to trust the development of someone's skills, we participate together and facilitate the other's work, which means we work together, side by side, with guidance if needed
- DELEGATING: This means to trust someone's skills and ability enough that you trust them to do the job, and that you trust them to come to you if they have a problem.

The Difference between Coaching and Delegating

- Blanchard teaches to be mindful of the difference between coaching and delegating. We often think we are delegating when we are still coaching.
- When we coach, there is a lot of give and take and ongoing feedback.
- When we are ready to delegate, it is good to set up a mechanism to check in regularly with the individual and create an opportunity for them to ask questions, and to report in regularly.
- Eventually, true delegation occurs when the person functions on their own and checks in with you as needed.

Motivational Framework for Culturally Responsive Learning

Ginsberg and Wlodkowski, 2000

The following guidance comes from the world of public school education. These elements for motivating learners are very helpful when we think of what makes a good learning experience. You can use these as a checklist when you are thinking about how to teach something.

Does the learning experience do the following?

- Establish Inclusion-create a community of learners
Criteria: respect, connectedness

Motivational Framework for Culturally Responsive Learning

Does the learning experience do the following?

- Develop A Positive Attitude
Criteria: Choice and Relevance
- Enhance Meaning
Criteria: Challenge and Engagement
- Engender Competence
Criteria: Authenticity and Effectiveness



“Cultural Humility”

Is the learning experience “culturally humble”?

Tervalon and Murray-Garcia

This topic will be discussed in more detail in a later session.

Consider Learning Styles and Multiple Intelligences

- Visual, auditory, kinesthetic, environment
- Teacher style influences learner style
- Educational interventions should aim at combining different modalities that address different types of learners

Multiple Intelligences

Gardner and Hatch 1989

- The following list reflects the different ways we learn and think:
 - Logical-mathematical
 - Verbal-linguistic
 - Visual-spatial
 - Musical
 - Bodily-kinesthetic
 - Interpersonal
 - Intrapersonal
 - Naturalist

Inventories and Measures

The following inventories are questionnaires to help people become more aware of their attitudes and styles:

- Myers-Briggs
- PSI
- Grasha-Riechmann
- Learning Styles

Teamwork:

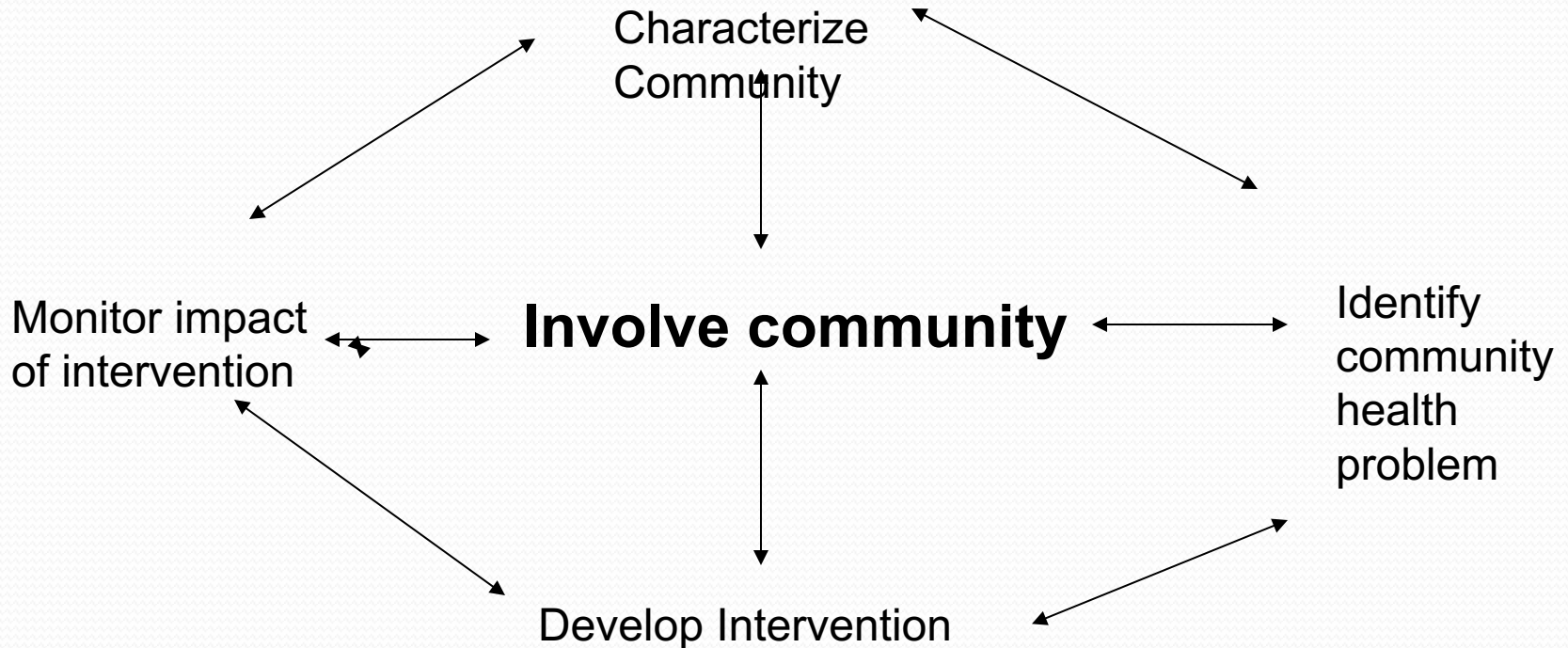
People Styles at Work (This will be described and practiced in a later session)

Service Learning: Three Criteria


- Service Learning is education integrated with service. True service learning incorporates the following three elements:
 - Objectives/Curriculum
 - Service
 - Opportunities for Reflection

COMMUNITY-ORIENTED PRIMARY CARE (COPC) DYNAMIC MODEL

This is a process to develop and implement programs—its core teaching is to involve community members at every step of developing a project.



Adapted from
Rhyne 1998



Food for thought

How Service-Learning and COPC could learn from each other

- Perhaps the step missing from COPC is the process of reflection
- Perhaps the step missing from service-learning is involvement of community in the planning and implementation of the program (at all stages)

15 Step process for Teaching, Developing and Implementing a Teaching Session, Course or Curriculum

Adapted from Harden, RM, Medical Education 1986 (10 Step Process)

Step 1. Who are your learners?

- This is key to all successful teaching.
- Knowing who your learners are helps you tailor your teaching effectively:
 - Are your learners a group of elderly Latina women with a great deal of life experience and wisdom but very little official schooling?
 - Are your learners in a smoking cessation class a group of homeless men who have tried many times in the past to stop smoking?

Who are your learners?

Knowing who your learners are helps you tailor your teaching effectively:

Let's say you were going to give a talk on nutrition.

How would you tailor your talk or your teaching on this subject if your learners were:

- a group of elderly Latina women with a great deal of life experience and wisdom but very little official schooling
- a group of homeless men with hypertension
- a group of medical assistants at various clinic sites

15 Step process for Teaching, Developing and Implementing a Teaching Session, Course or Curriculum

Adapted from Harden, RM, Medical Education 1986 (10 Step Process)

- Step 2: What are your learners' needs?
- Community Needs/Learner Needs
- Often the needs of the community help us to identify what our learners need to know
- “Beware of the wise men approach” -Harden
 - This means that we should not assume that we know what our learners need. Whenever possible, it is good to ask our learners what they need, or what they would like to learn.

15 Step process for Teaching, Developing and Implementing a Teaching Session, Course or Curriculum

Adapted from Harden, RM, Medical Education 1986 (10 Step Process)

Step 3:

What are the goals and objectives?

Goal vs. Objective

- A goal can be more general
- An objective is very specific and measureable

Objectives

- Mager's 3 Component Objective Model
- Behavior: Specific action verbs
- Condition: Situation, resources, cues, help
- Standard or Criteria: limits within which the behavior must fall, measurement
- Domains: Affective, Psychomotor, Knowledge
- Limits of Objectives

Objectives

- In learning it is usually the journey that is most important. When writing objectives, though, we are usually describing the learner's destination.
- In writing objectives, it is key that the objective be specific and measureable. See the examples on the next slide.



Examples of Objectives

- By the end of the project, 10 women will have had a mammogram.
- By the end of this course, 20 students will be able to describe three limitations to access to care for San Diegans.

Types of Objectives

- Process Objective:
 - 20 students will have taken the course.
 - 10 women will have completed a class on healthy pregnancies
- Outcome Objective:
 - 20 people will be able to list 5 programs that provide access to health care in San Diego.
 - 10 women will start taking folic acid before becoming pregnant.

Process, Intermediate, and Outcome Objectives

Your clinic has decided to create a new program to ensure that all diabetics get a retina exam each year and receive treatment if needed to ensure that they maintain normal vision and do not go blind.

What might be the objectives at each stage?

1. 20 MAs and providers are trained in the new protocols to provide retina screening appointments.
2. All diabetics coming for a routine appointment at each clinic site will be given an appointment for retina exam.
3. 80% of diabetics given an appointment will complete a retina exam.
4. All diabetics receiving a retinal exam will either have normal retinal exams or will receive needed treatment to maintain their best possible vision.



Objective Writing Practice

- Practice writing objectives for a program your clinic will be providing.

Steps 4-6:

Content and Methods

Step 4:

What content should be included?

Content is the information that you would like to get across

Equally as important is how you will communicate the content

Lecturing is generally not a very effective teaching method

Step 5: What teaching strategies and methods should be used?

- What teaching strategies and methods should be used?
- Match methods to content.
 - When we are teaching, we may want our students to learn:
 - Attitudes
 - Knowledge
 - Skills
 - How to think outside the box

Methods to help people learn procedures

- Teaching a procedure or skill is different from teaching an attitude or knowledge
- For example, lecturing is not an effective method for learning to tie shoes. Few people would be able to tie a shoe if we had only been lectured about it. Someone had to show us how. They probably broke it down into small steps, and showed us each step. We had the opportunity to repeat it a number of times until we got it right, and then we had our whole early childhood to practice. Chances are some of us kept tying and tying until we were able to produce a nice bow every time.

Teaching Procedures

When teaching procedures, it is very important to:

- break them down into small steps
- be patient with the person's rate of learning
- demonstrate as many times as needed
- have them repeat it as often as necessary
- have them practice a number of times with you available
- have them teach you how to do it
- observe them teaching someone else how to do it



Teaching Procedures

- Each of us learns at a different pace.
- Patience and positive reinforcement are important.



Teaching Procedures

It is important to realize that simply because we know how to do a procedure, and do it well, and perhaps even have shown it to many others, this does not mean that we have considered teachers of this procedure and/or thought through how best to teach it.

Procedures Training

- Practice teaching procedures that are practical and relevant for the setting in which you are working that you teach or utilize regularly
- These can include: immunizations, training how to use insulin, using new glucometers, checking A1C, etc.
- Create teams of teachers/learners with the goal of all members of the team being able to teach each procedure

Food for Thought

- Sometimes the best teacher is the person who had trouble learning
- Why? Because they will have empathy for the person who may take longer to learn something. We tend to teach what came to us easily, but perhaps we could best teach those things that were hard for us to learn, because we can break it down into smaller parts and have patience with the learner.
- Think of something that was hard for you to learn. What did you need to learn it? How did you finally learn it?

Step 6:

- What considerations and limitations should be taken into account?
- Adapt curriculum accordingly.

When Teaching/Learning Something New

Do your best to make the learning experience one that is:

- Safe
- Successful
- Interesting
- Self-Determined
- Personally Relevant
- Acknowledge limitations and pace

Steps 7-10: Evaluation, Syllabus, Environment, Coordination

7. How should assessment and evaluation be carried out?

Formative/ Summative

- Formative evaluation is evaluation that occurs along the path of our learning and is there primarily to help us improve and grow.
- Summative evaluation summarizes our work and is often used to measure whether we are meeting a standard, or what grade we will receive.

8. How should details of the curriculum be communicated?

Step 8: Syllabus (California Definition)

- Information
- Content
- Evaluation
- Readings
- Class schedule: Date, Content, Assignment

Step 9: What educational environment should be fostered?

As teachers, we can choose the learning environment that we would like to foster. Sometimes, institutions and systems can create constraints, but especially in the one-to-one relationship with a learner, we can create the environment. One can still be professional and have high standards and expectations in an environment that is enjoyable, safe, rewarding, and productive.

Fostering a Positive Learning Environment

- What is the educational environment like here? What is like in your work setting? What are you able to do or to create an environment of learning that is:
 - not fear-based
 - effective
 - enjoyable

Step 10:

- How should the educational/learning process be managed?
(Staffing, copying, schedules)

Step 11:

How will you encourage reflection?

To reflect has more than one meaning

To mirror the other, to mirror ourselves

- To listen well and reflect back what someone is saying
- To reflect on our own experiences and what we have learned or are learning from a specific situation

Step12:

- How will you involve community?
 - Community of learners
 - Community to be served

Step 13:

- How will you build in a system of feedback and improvement?
- Always remember that teaching is not effective until we know that the learner has learned that which we want to teach.

Step 14:

- Is your curriculum “culturally humble”?

Tervalon 1997

Step 15: CHECK AGAINST MOTIVATIONAL FRAMEWORK CRITERIA

Ginsberg and Wlodkowski, 2000

Does the learning experience do the following?

- Establish Inclusion - create a community of learners

Criteria: respect, connectedness

- Develop a Positive Attitude

Criteria: Choice and Relevance

- Enhance Meaning

Criteria: Challenge and Engagement

- Engender Competence

Criteria: Authenticity and Effectiveness



Apply the Process

- Use the 15 steps just described whenever you need to design a course, session, training, program or curriculum.
- If there is time, work as a group to design a training module.

WORD PRACTICE—

One Aspect of Health Literacy

- Working with words is an important aspect of health literacy
- There are many words in medical jargon that are not easily understood
- The role of the MA is often to not only be the language interpreter but also to explain medical language
- Learn words and their meaning and be able to explain them to patients
- Often, MAs themselves may not be exactly sure of the meaning.

Words and Their Power

- Work with staff to understand the power of certain words; be careful how we translate; be the mediator between the provider and the patient
- The following two slides are good exercises in working with staff to identify the words that might be fraught with meaning and fear for people and how to reword them in a way that makes sense
- Words such as lesion, tumor, mass, spot, or benign are the types of words that can be a source of fear and can be reworded/translated/explained to reduce fear and increase knowledge

Words and Their Power

- A useful exercise may be to invite staff to bring words to regular staff meetings, and look together at how they might be translated from “medical language” to day-to-day language. Then consider how to best translate them into other languages, especially Spanish, to get the word as well as the meaning and the intention of the meaning across.

Word Practice

In each of the following sentences, identify the word or words that might be hard for a patient to understand and replace them with a word or words that might be easier to understand.

- The doctor tells the patient, “I see that you have a lesion on your right hand. Does it hurt?”
- The NP says to the patient, “Your patella is inflamed.”

Word Practice

- The doctor says to the patient, “I am concerned about your pulmonary function.”
- The cardiologist says, “Your hypertension has led to left ventricular hypertrophy.”
- “I think that you may have pneumonia. We will have you go over to radiology to get some chest films.”

WORKING WITH and AS INTERPRETERS

- Interpreters are often both language and cultural interpreters.
- Ideally, they are not only the translator for the provider, but also can act as an advocate and mediator between patient and provider, ensuring that the patient fully understands the provider and that the provider fully understands the patient.
- Sometimes the patient is reluctant to share something important with the provider. They may feel awkward, embarrassed, ashamed, or that they don't want to bother the provider. They may trust the MA and/or the interpreter. It is important for the MA, in this situation, to advocate for the patient and to make sure that the provider fully understands the patient at the same time that the patient fully understands the provider.

Being a “Trust Bridge”

- An important role for members of the health care team is to be a “trust bridge” for their patients. If a patient trusts you, then you can be the bridge of trust for that patient to the health care system.

The best trust bridges may be “promotoras” from the community or people who speak the language of the patient and who may have faced similar challenges.

- Patients may feel safe with them in a way that is harder for them to feel with the providers or others in the team. Promotoras can help build and maintain patients’ trust and be an advocate for them and their needs and concerns.

SKILLS IN REFLECTION

- Reflect on today's session—
What are three things you learned today?

Please write:

What are some of your gifts as a teacher?

Where are some areas that I could improve upon, or would like to work on?

Ask yourselves the following questions:

- Who is the teacher I am?
- Who is the teacher I want to be?
- What are my next steps in becoming the teacher I want to be?

Summary for Preceptor

- Being/Becoming a Teacher
- Core Teaching Skills
- Teaching Attitudes, Knowledge and Skills
- Skills in Reflection
- Word Practice
- Working with Interpreters
- Being a Trust Bridge
- Reflection, Learnings, and Next Steps