Being a More Effective Preceptor: How to go from Telling to Learning

Bob Arnold MD
Anybody who believes that all you have to do to be a good teacher is to love to teach also has to believe that all you have to do to become a good surgeon is to love to cut.

Masnerus L. The New York Times. 11/7/93
Learn is hard

- The learner has to do the work

- The more work they do, the more they learn
Learn by failure

- Each time you rediscover, you learn more
- Failure shows you’re working hard
Learn by getting feedback

- Personal reappraisal is better than external feedback
- Appreciate what you do well
Learning by continual practice

- Commit to change in the future
Teach like a champion

Teach LIKE A CHAMPION

49 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE

DOUG LEMOV

Jossey-Bass Teacher Grades K-12
Helping the learner do the work

- Cold calling

- Time the name and writing

- No opt out
Cold calling

- What is it?

- Why do it?

- What makes it work?
  - Make it warm and fun
  - Make it common
  - Spread it around
Time the name

- What is it?
- Why do it?
- What makes it work?
  - The use of writing
No opt out

- What is it?

- Why do it?

- What makes it work?
  - Make it routine
  - Ask a question where they have to give you the same information but not the same question
Failure as learning

- The current view of failure in medical education
  - Failure is horrible
  - Testing is high stakes and infrequent

- A new view
  - Failing is how you learn
  - Frequent assessment is critical

- Normalize error
What about student anxiety

- The current view of student psyche

- My view
  - Grit

- Positive framing

- Precise praise
Feedback

“Sharing of information on actual performance to help guide and improve future performance towards a desired goal”

B. Hodges
Why give Feedback?

- We have a limited ability to observe ourselves
  - Without this data, most of us assume we’re pretty good

- Second set of eyes to observe what we’re doing

- We can become aware of which behaviors help or hinder effective communication
Accuracy of Self-Assessment

- Results – 13 studies showed little, no, or an inverse relationship between self-assessment and results of direct observation.

- Worst accuracy among the:
  - least skilled
  - most confident

Davis, DA JAMA 2006;296(9):1094-1102
Reactions to Feedback

Results:

Students in the “complement” group gave a higher satisfaction rating but did not improve their performance.

Students in the “feedback” group improved their knot tying performance but reported lower satisfaction scores.

Boehler ML. Medical Education 2006; 40:746-749
What Isn’t Tasty About the Sandwich?

- Implies good and bad and evaluation
  - Otherwise, no need to sandwich…

- Positive is viewed as insincere

- The “meat” feels judgmental

- Observations may not be relevant to learner
Feedback 101

- I really liked how you did X

- Next time, I wonder if you could try Y.
6 Stages of Feedback

1. **Agree** on a learner goal

2. **Observe** learner’s behavior

3. Help the learner **self-assess**

4. **Describe** what the learner did well

5. Provide clear data about the difference between the learner’s current and desired behavior. The learner **understands the difference** between the current and desired behavior.

6. **Develop a plan; Educational Rx**

After Brown et al, 1995
Continual practice

- Going from novice to expert is a journey

- Behavior change
  - Trigger
  - The behavior
  - Reflection

- Commit to learning
Commitment to change

- Write down 3 “feedback behaviors” you will try during your current or upcoming clinical assignment.
Questions?
Feedback?
References:

- Medina M. Providing feedback to enhance pharmacy students’ performance. Am J Health-syst Pharm 2007; 64: 2542-45
References


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