

Clinical Teaching Effectiveness: Promoting Self-Efficacy and Metacognition

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Workshop Objectives

- Understand self-efficacy and its importance to trainees' learning
- Recognize importance of helping trainees become more metacognitive
- Apply at least 1 strategy to help promote:
 - Self-efficacy
 - Metacognition

Self-Efficacy



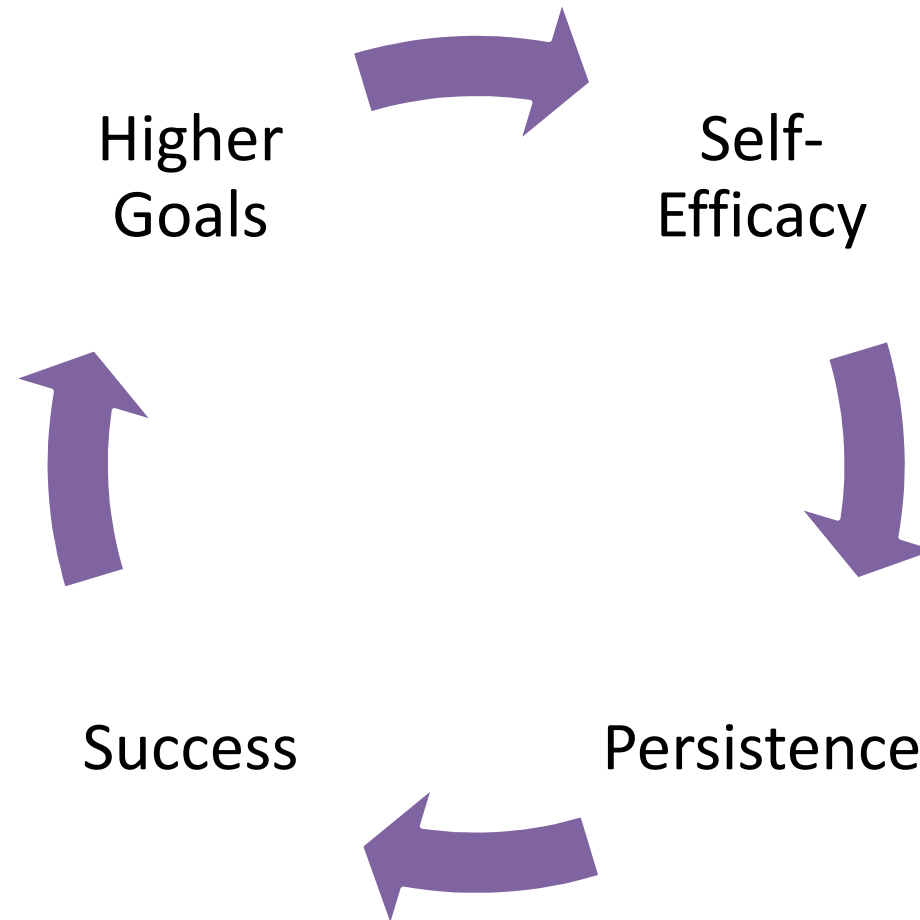
Self-Efficacy

Belief in one's capacity
to organize and execute
a course of action
(Bandura, 1986)



Children's | of
Hospital of Pittsburgh | UPMC

Importance of Self-Efficacy for Success



Self-Efficacy is often Task-Specific

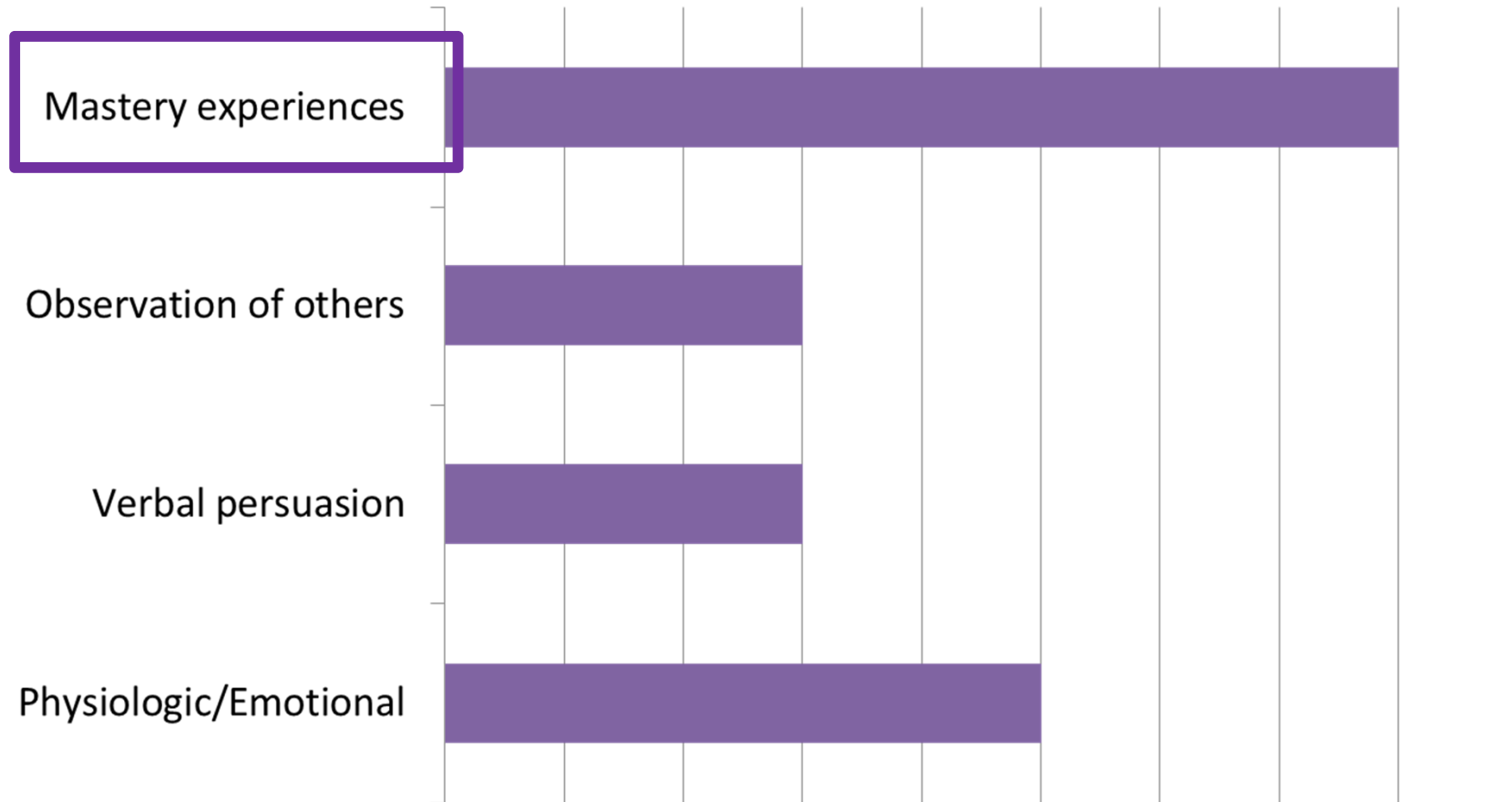
High



Low



Sources of Self-Efficacy



How to Promote Self-Efficacy?



**THE POWER
OF SMALL WINS**

How can we set up “Small Wins”?

Group brainstorm:

Self-Efficacy built on Small Wins

Most useful/important

Provide feedback

Back to Our Scenario...

- You are in your clinic and have a patient with a common complaint in your scope of practice
- When you ask the student/resident to go see the patient, they look like a “deer in the headlights”

Another Scenario...

- On the floor, you have a patient with a straightforward diagnosis.
- When you ask the student/resident/fellow for a differential and plan, they say, “I’m not sure.”

One More Scenario...

- You are about to perform a common procedure in your specialty
- Your student/resident/fellow states, “I’ve never done that before.”

Self-Efficacy built on Small Wins

Most useful/important

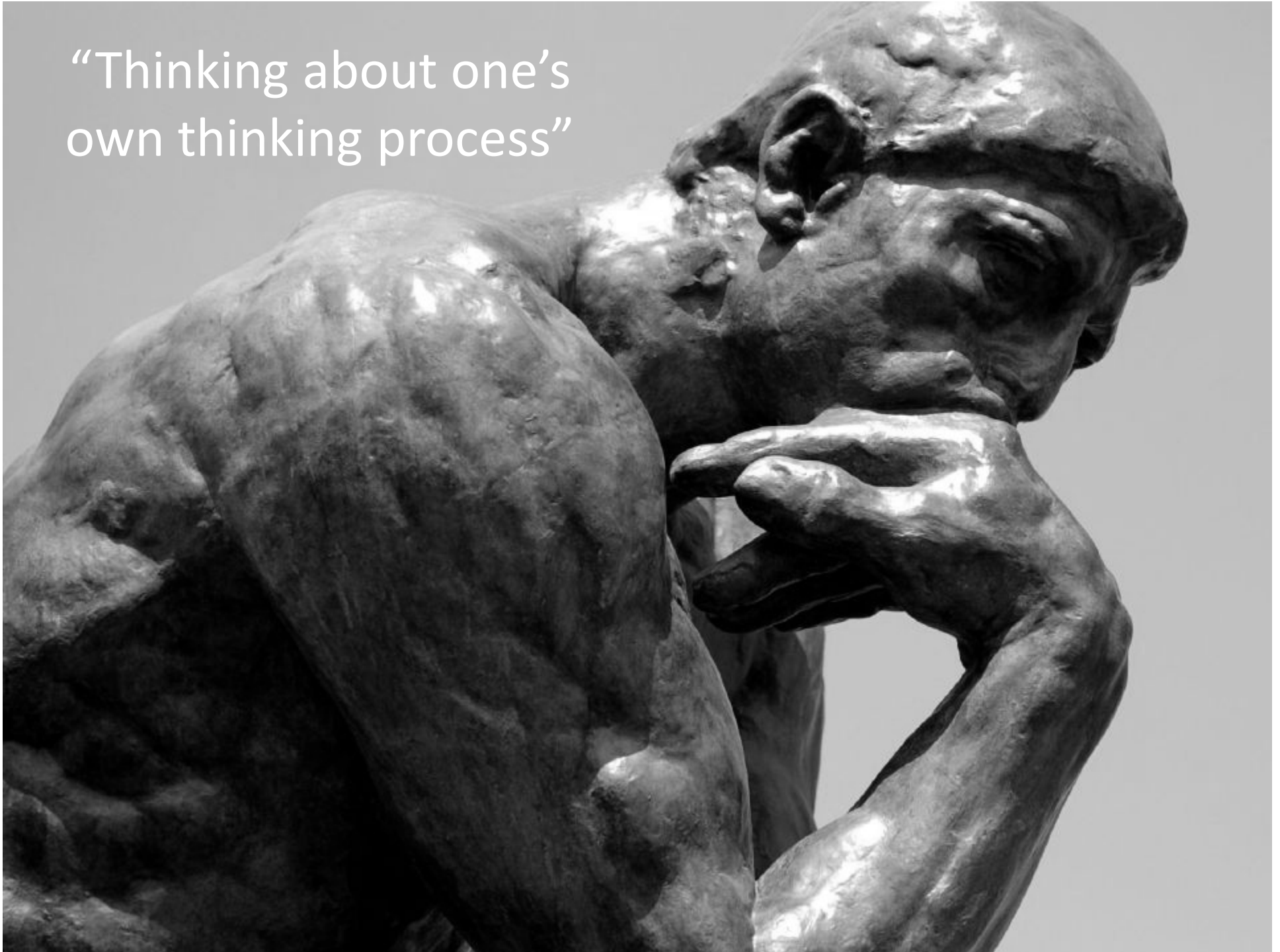
Provide feedback

What is Your Reaction?

- You are in your clinic and have a patient with a common complaint in your scope of practice
- When you ask the student/resident to go see the patient, they say, “this is probably nothing serious.”

Calibration of Self-Efficacy through Metacognition

“Thinking about one’s
own thinking process”



Common Metacognitive Processes

- Self-assessment
- Cognitive control
- Monitoring



Implications for Medical Education

PBL1. Identify strengths, deficiencies, and limits in one's knowledge and expertise	
Not yet Assessable	Level 5
<p>Level 1</p> <p>The learner acknowledges external assessments, but understanding of his performance is superficial; limited to the overall grade; bottom line; has little understanding of how the performance measure relates in a meaningful way to the specific level of Knowledge, Skills and Attitudes (KSA)</p>	<p>Level 5</p> <p>Prompted by a self-directed goal of improving the professional self, the practitioner anticipates hypothetical clinical scenarios that build on current experience and systematically addresses identified gaps to enhance the level of KSA; elaborate questioning occurs to</p>

Practice-based learning &

Identify strengths, deficiencies, and limits in ones knowledge and expertise

How to Promote Metacognition?

- “What else do you need to know or do?”
- “What if?” – provide alternative/refute
- 5 “Why’s”

Metacognition

Self-Reflection

Alternatives/Refute

Self-monitoring



Back to Our Scenario...

- You are in your clinic and have a patient with a common complaint in your scope of practice
- When you ask the student/resident to go see the patient, they say, “this is probably nothing serious.”

Another Scenario...

- You are about to perform a common procedure in your specialty
- Your student/resident/fellow states, “I’ve done a lot of these before.”

One More Scenario...

- You are on the floor and have a patient with a straightforward diagnosis
- When you ask the student/resident/fellow for a differential and plan, they provide a single diagnosis confidently without elaboration

Self-Efficacy Small Wins

Most
useful/important

Provide feedback

Metacognition

Self-Reflection

Alternatives/Refute

Self-monitoring



Summary

- Self-Efficacy linked to success and resilience
- Metacognitive strategies allow deeper insight and practice-based learning and improvement
- Commit to apply at least 1 strategy to:
 - Cultivate self-efficacy
 - Promote metacognitive processes

“Knowledge and skill [are] not enough...
need will (self-efficacy) and ability to
self-monitor (metacognition)”