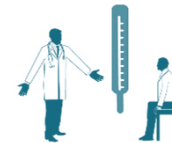


Tips for creating teaching scripts for efficient teaching

Boise – WWAMI Faculty
Development Conference
October 28, 2017

Somnath Mookherjee, MD
Associate Professor of Medicine
University of Washington
Division of General Internal Medicine



Disclosure

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Who are you?



Objectives

1. Identify key take home points
2. Use visuals to engage learners
3. Create a “script” to teach efficiently on a clinical topic

* Parts of this workshop adapted from Sherilyn Smith, with permission

Roadmap for the next 75 min

- Prime the pump
- Anatomy of a teaching script
- How to create one
- Practice

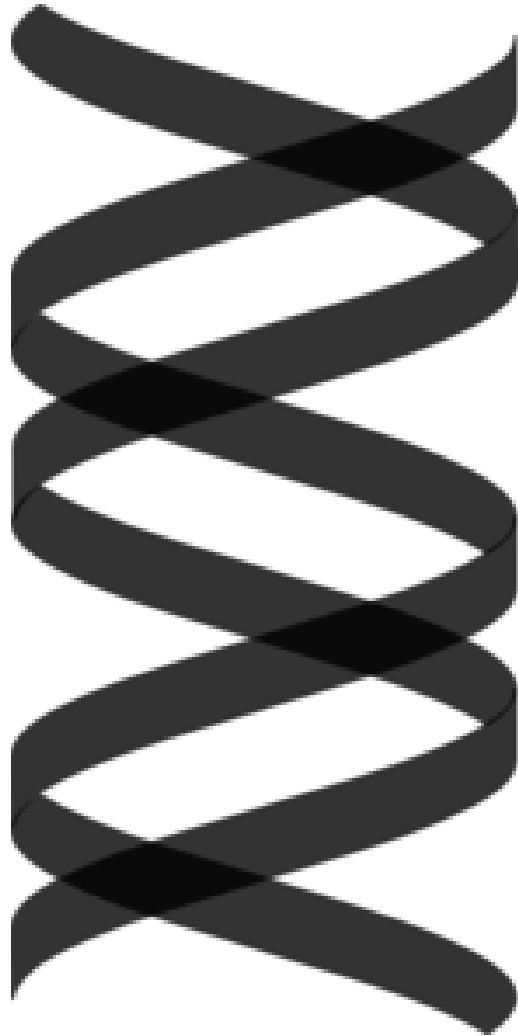


Teaching patients

- Think about a time that you taught a patient about their disease or management of their disease.
- What was the topic?
- What was effective?

5 Minutes

Good teaching



Content

Process

Tips for creating teaching scripts for efficient teaching

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Use Peer and Learner Feedback to Improve Your Teaching

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What is a teaching script?

Helps you:

- **P**lan for effective teaching
- **O**rganize for efficiency
- **P**rioritize key concepts

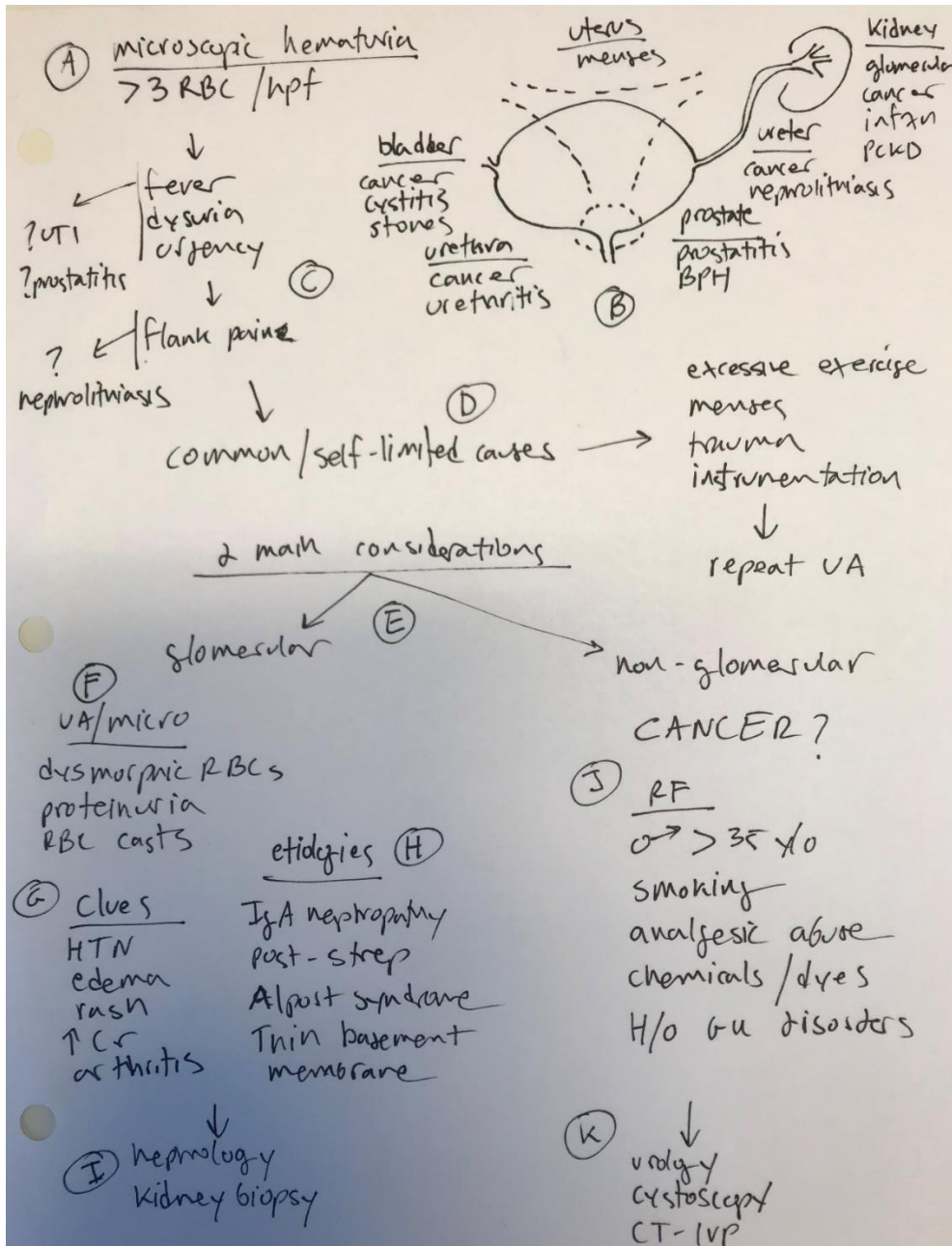


What is a teaching script?

Efficient “clinical” teaching script

- Key points > expertise
- Concepts > details or statistics
- Practical teaching > theory





Objectives / key points

1. Approach to microscopic hematuria
2. "Glomerular" vs. "non-glomerular"
3. RF for cancer

Trigger / vignette

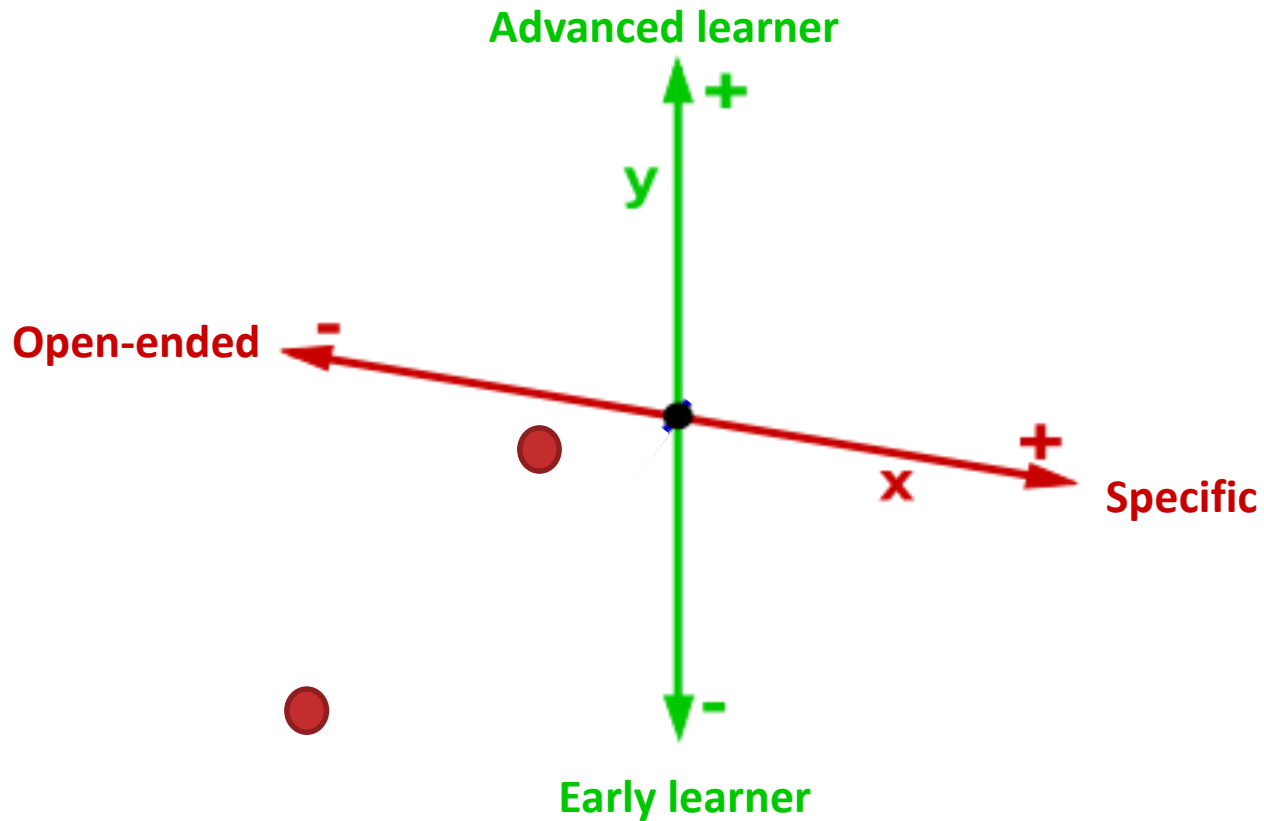
62 y/o gentleman presents because he was told that his insurance urine dipstick showed blood.

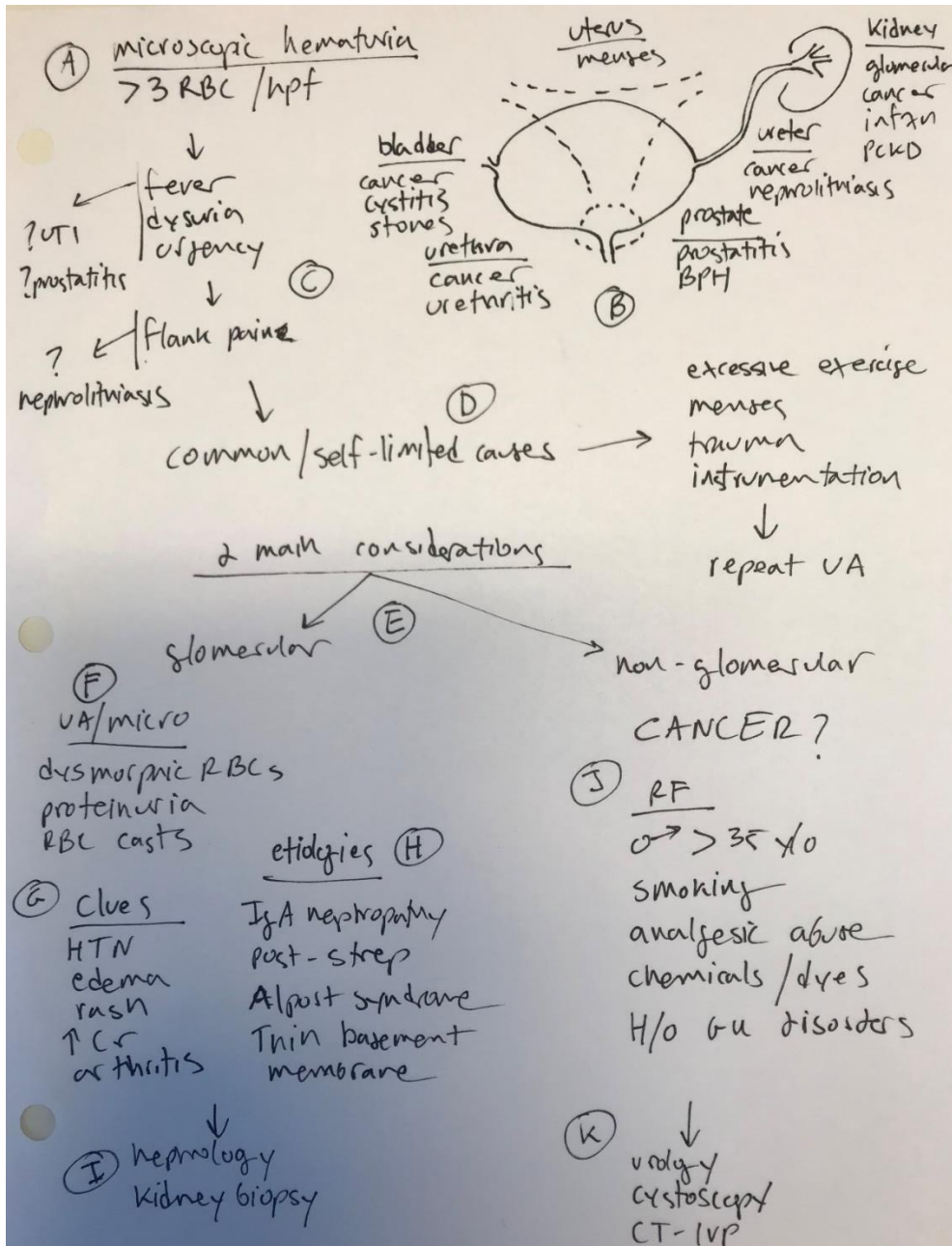
Curated content

Visuals

Strategies

Strategies: need **GOOD** questions





Objectives / key points

1. Approach to microscopic hematuria
2. "Glomerular" vs. "non-glomerular"
3. RF for cancer

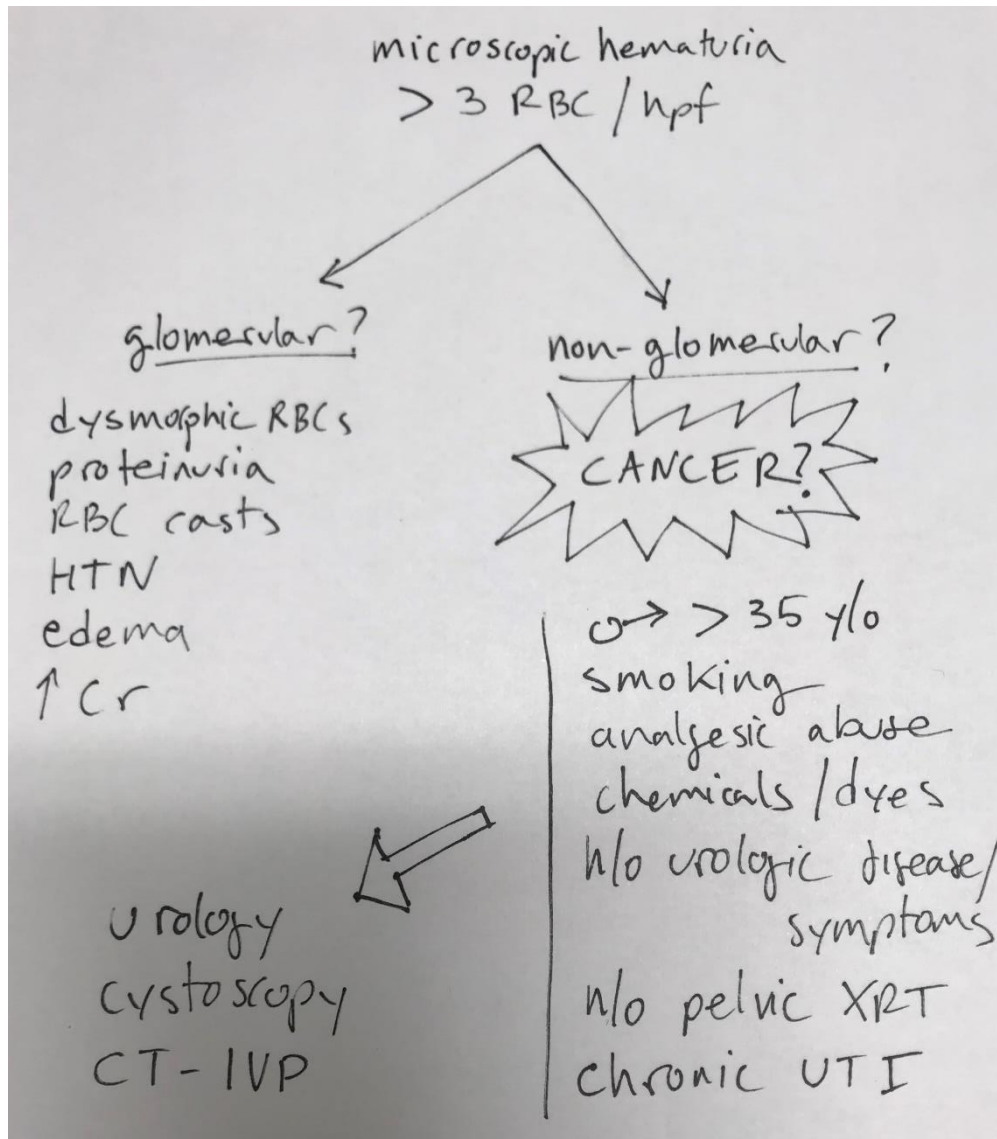
Trigger / vignette

62 y/o gentleman presents because he was told that his insurance urine dipstick showed blood.

Curated content

Visuals

Strategies



Objectives / key points

1. Approach to microscopic hematuria
3. RF for cancer

Trigger / vignette

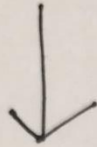
62 y/o gentleman presents because he was told that his insurance urine dipstick showed blood.

Curated content

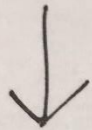
Visuals

Strategies

microscopic hematuria
>3RBC/hpf
♂ → > 35 y/o
Smoker



? cancer



urology
cystoscopy
CT-IVP

Objectives

1. Cystoscopy! CT-scan!

Trigger / vignette

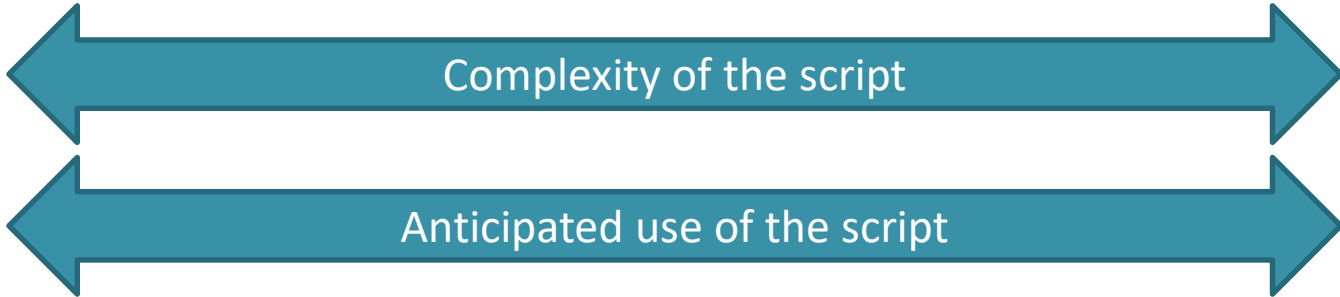
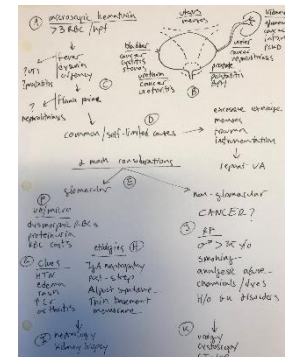
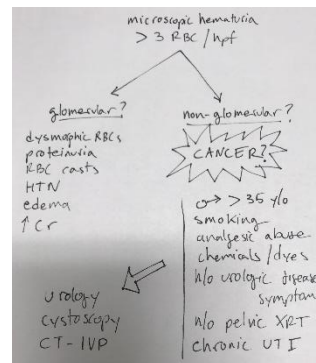
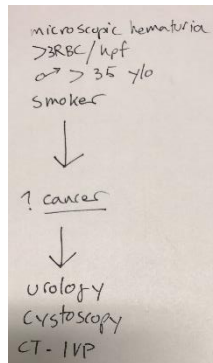
62 y/o gentleman presents because he was told that his insurance urine dipstick showed blood. He has no other symptoms. He smoked 1PPD for 40 years.

Curated content

Visuals

Strategies

Teaching scripts



Better prepared to teach effectively when opportunities arise...

Pre-planned “chalk-talks” on key topics...

Questions?





Objectives

1. Identify key take home points
2. Use visuals to engage learners
3. Create a “script” to teach efficiently on a clinical topic

Good topics for teaching scripts

- Common scenarios / decision points
- High risk scenarios
- Confusing situations

5 minutes – brainstorm topics, pick one that sounds like the most fun for you to teach

Typical presentation

- Age
- Gender
- Risk factors

Use classical, typical presentations, NOT rare variants.

Learners are building their own “illness scripts” with these examples.

5 Minutes

Important content

Typical history	Key labs
Physical exam findings	Distinguishing features

5 Minutes

Key teaching points

- 1.
- 2.

What are the two most important things you want them to remember in 5 years?

5 Minutes

Tie it together

- Simple
 - Graphics
 - Processes
 - Relationships
- Tables are usually hard to reproduce
- Draw / write by hand

Visuals make it memorable

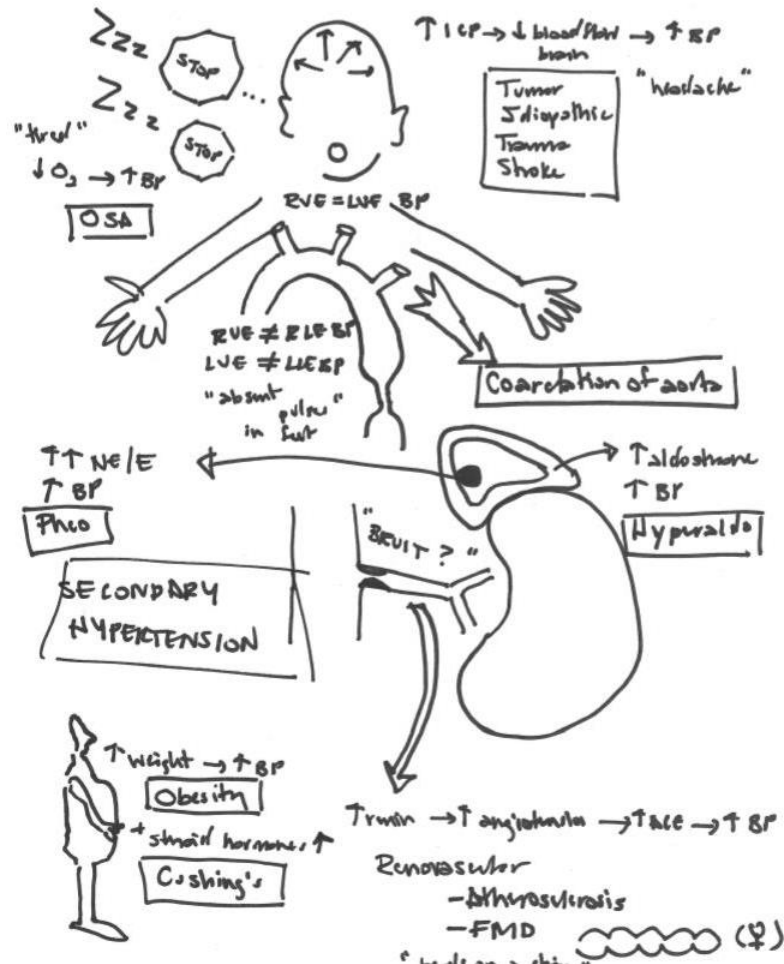
The image shows four hand-drawn diagrams of a cylindrical gut section, each illustrating a different mechanism of diarrhea:

- Osmotic:** Shows a cylinder with arrows pointing inward from both sides labeled "water". Inside the cylinder, there are many small dots representing osmotic particles. A downward arrow is in the center.
- Secretory:** Shows a cylinder with arrows pointing inward from both sides labeled "Ca". Inside, a downward arrow is in the center, and several smaller arrows point outward from the inner wall, representing secretion.
- Inflammatory:** Shows a cylinder with a thick, irregular lining on the inner wall. Arrows point inward from both sides. A downward arrow is in the center, and another arrow points outward from the inner wall.
- Functional:** Shows a cylinder with a wavy, irregular inner wall. A downward arrow is in the center, and an arrow points outward from the bottom of the cylinder.

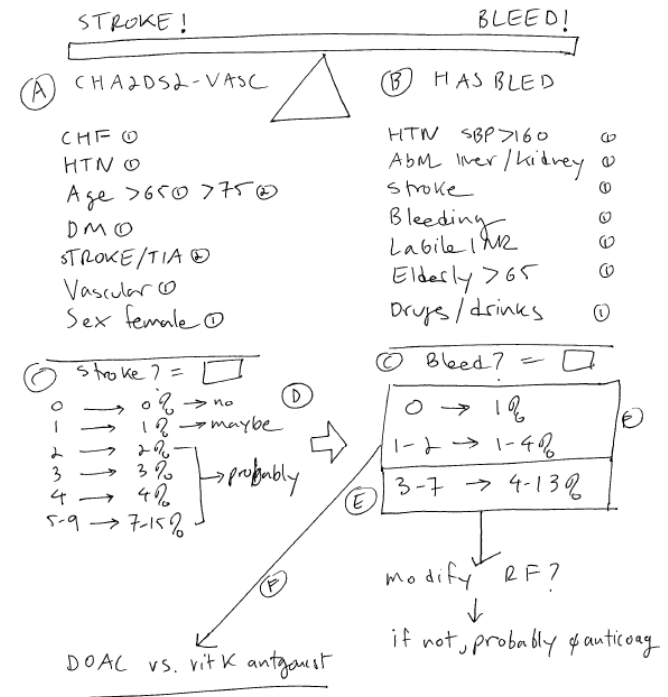
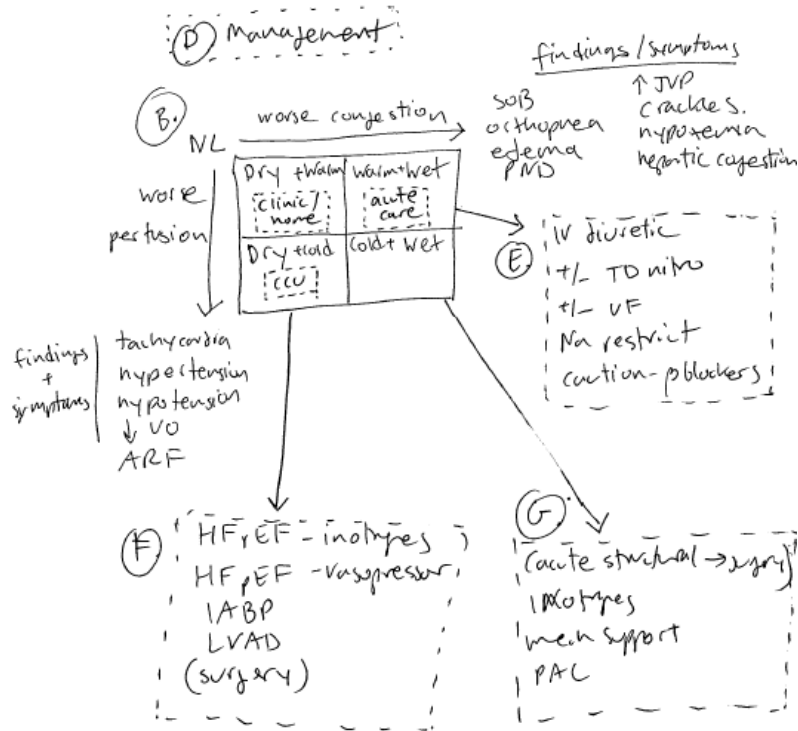
Below each diagram is a list of associated conditions:

- Osmotic:** Lactulose, PEG, MgSO₄, glucose, sucrose, fructose, Lactose intolerance
- Secretory:** Infections: *Vibrio cholerae*, *Shigella*, *Plasmodium*, *Giardia*, *Coccidia*, *Mycobacteria*; Hyperthyroidism, Laxatives, Hormone-secreting tumors, Microscopic colitis
- Inflammatory:** Infections: Tuberculosis, CMV, HSV, Amebiasis; Malignancy: Lymphoma, Colon Cancer; Inflammatory Bowel Disease: Ulcerative Colitis, Crohn's Disease; Ischemia, Diverticulitis
- Functional:** (No specific conditions listed)

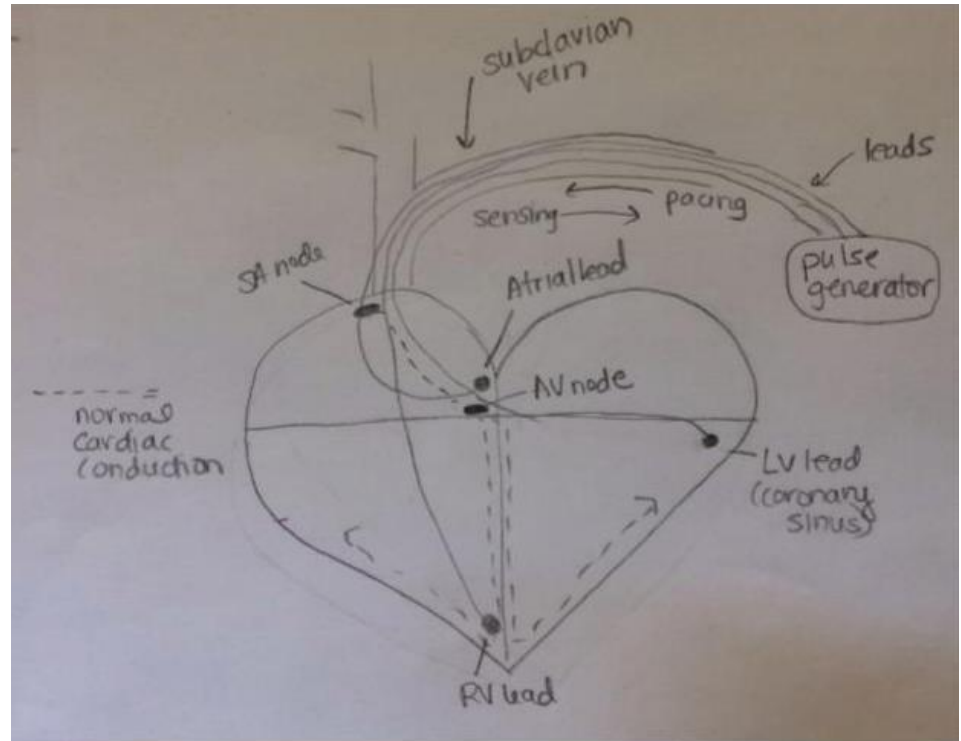
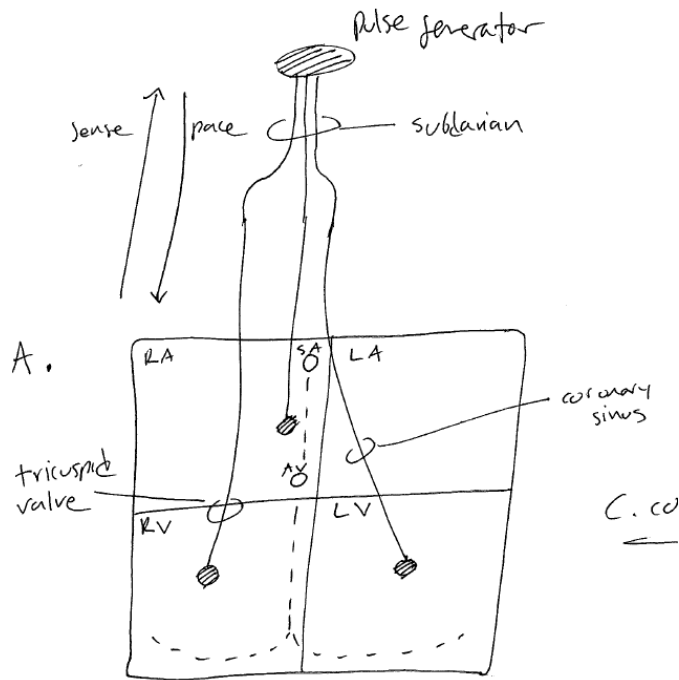
Visuals make it memorable



Demonstrate relationships between concepts



Easy to draw and reproduce



Tie it together

15 Minutes

- Draw out your teaching script
- Circle the key teaching points
- Asterisk points for good questions

Questions?



Try it out

15 Minutes

- Lead your partner through your teaching script
- Switch and repeat



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