Tips for creating teaching scripts for efficient teaching

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- The content of my material/presentation in this CME activity will not include discussion of unapproved or investigational uses of products or devices.
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?
Good teaching

- Content
- Process
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
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...

Complexity of the script

Anticipated use of the script
Questions?
Objectives

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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.
## Important content

<table>
<thead>
<tr>
<th>Typical history</th>
<th>Key labs</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical exam findings</td>
<td>Distinguishing features</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Key teaching points

1.

2.

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

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

- Osmotic
  - Lactulose
  - PEG
  - Mannitol
  - Sulfate
  - Glucose, sorbitol, fructose
  - Lactose Intolerance

- Secretory
  - Infections:
    - Vibrio cholerae
    - Salmonella
    - Shigella
    - Campylobacter
    - Helicobacter pylori
    - Measles
    - AIDS
    - Malaria

- Inflammatory
  - Infections:
    - Tuberculosis
    - AIDS
    - Malaria
    - Lymphoma
    - Colon Cancer

- Functional
  - Inflammatory Bowel Disease:
    - Ulcerative Colitis
    - Crohn’s Disease
    - Ischemia
    - Diverticulitis
Visuals make it memorable
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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