Where are we going, and how did I get in this handbasket?

One Approach to Teaching Adults

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Duke University and CRH Psychiatry Grand Rounds
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Thank you!
You guys are awesome.
Disclosures

• None (but I will happily take your money)
• We will not discuss use of medications, on or off label, in this talk.
Things that are not in this presentation

- Music by Toxic Megacolon
- Data of any kind
Objectives

• Identify “andragogy” and why teaching adults is different than teaching kindergarten.

• Identify 4 principles of adult learning, and how they may be applied in clinical education

• Identify 6 uses of humor in medicine, and how they can be applied to clinical practice.

• Identify the name of my children and horse and apply their adorableness to your daily happy quotient and reduce your anxiety
Why this topic?
Why I Am Such A Hot Mess

(how I became a clinician-educator part 1)

John B Reinhart MD
1917-2014
Great mentoring
  - UNC’s C/L faculty: Gala, Beiber and Rosenstein
  - A Strong Woman Role-Model: Samantha Meltzer-Brody
  - UNC’s Child faculty: Amy Ursano
  - He Who Taught Me About Benzos: Hutto

Have an interest
  - Seriously, the most important part since there’s always a need

Volunteer
  - Even for the things nobody wants to teach... like neurology

Trial and Error
  - Don’t be afraid to make mistakes! (and admit them)
Andragogy (say what?)

- Malcolm Knowles invented the term: any form of adult learning
  - Why not gynegogy?

- 5 assumptions of adult learners (why adults are not 6yos):
  1. Self–concept
  2. Adult learner experience
  3. Readiness to learn
  4. Orientation to learn
  5. Motivation to learn
Principles of Adult Learning: 1

• Adults need to be involved in the planning and evaluation of their work

A Star Wars American Gothic→
Principles of Adult Learning: 1

• Asking residents to set THEIR agenda at the beginning of the week:
  o What do you want to learn more about?
  o How will I know you’re getting it?
  o Consistent feedback, positive and constructive in the “coaching model” rather than “poo sandwich”

• Don’t have an agenda: often gets us into surprise territory, and you as teacher end up learning, too!
  o Don’t be afraid to say “I don’t know, but we can find out”
Principles of Adult Learning: 2

- Experience (including mistakes) provides the basis for the learning activities

regation happens. Note the stealthy Ninja.
Principles of Adult Learning 2

• Less talking, more doing: “For the things we have to learn before we can do them, we learn by doing them” (Aristotle)
  o Teaching by modeling
  o Active involvement and direct observation of trainees patient interactions
  o Immediate feedback in coaching model (again)
Principles of Adult Learning: 3

- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
Principles of Adult Learning: 3

- Feedback in-the-moment, coaching model (a third time)
- Jump in when they are struggling, show ‘em how it’s done!
- Be flexible in your teaching topics: teach to what you are seeing clinically today
Principles of Adult Learning: 4

- Adult learning is problem-centered rather than content-driven.

←The wind of Heaven is that between a horse’s ears.
Principles of Adult Learning: 4

- Base teaching on the patients we see that day.
  - Off the cuff teaching
  - Bedside teaching
AND NOW FOR SOMETHING COMPLETELY DIFFERENT
Humor in Medicine

• Can be used in:
  1. Education of medical and health professionals
  2. Patient education
  3. Public education
  4. As an adjunct to therapy (both physical and psychological)
  5. Reduction of tension for patients and professionals
  6. As a device in the medical literature

Tell me they’re not cute. I dare you.
Journals about Humor

• The Journal of Irreproducible Results
  o hilarious

• The Journal of Polymorphous Perversity
  o Also funny.

• Humor: International Journal of Humor Research
  o Very serious journal for publishing scientific papers
Benefits of Humor in Education


Table 1. Claims for the effects of humour in education.

<table>
<thead>
<tr>
<th>Claim</th>
<th>References</th>
</tr>
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<tbody>
<tr>
<td>Reduces stress, anxiety</td>
<td>Smith et al. (1971)</td>
</tr>
<tr>
<td>Increases motivation</td>
<td>Struthers (1994)</td>
</tr>
<tr>
<td>Builds confidence</td>
<td>Powell Andresen (1985); Goodman (1992)</td>
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<tr>
<td>Improves teacher/student rapport</td>
<td>Robinson (1991)</td>
</tr>
<tr>
<td>Improves comprehension</td>
<td>Powell &amp; Andresen (1985)</td>
</tr>
<tr>
<td>Aids retention</td>
<td>Powell &amp; Andresen (1985); Ziv (1988); Deniere (1995)</td>
</tr>
<tr>
<td>Enhances satisfaction</td>
<td>Parrott (1994)</td>
</tr>
<tr>
<td>Improves productivity</td>
<td>Parrott (1994)</td>
</tr>
<tr>
<td>Creativity</td>
<td>Peterson (1980); Hillman (1995)</td>
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<tr>
<td>Reduces dogmatism</td>
<td>Parrott (1994)</td>
</tr>
<tr>
<td>Reduces boredom, especially with repetition</td>
<td>Felson (1987); Gentilhomme (1992); Parrott (1994)</td>
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<tr>
<td>Adds to enjoyment</td>
<td>Ness (1989); Johnson (1990)</td>
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<tr>
<td>Heightens interest</td>
<td>Ness (1989); Deniere (1995)</td>
</tr>
<tr>
<td>Facilitates socialization [into the profession]</td>
<td>Ness (1989); Robinson (1991)</td>
</tr>
<tr>
<td>Must be relevant</td>
<td>Zillman &amp; Bryant (1983); Robbins (1994); Hillman (1995)</td>
</tr>
<tr>
<td>Dose must not be excessive</td>
<td>Bryant et al. (1980); Ziv (1988)</td>
</tr>
<tr>
<td>Might trivialize</td>
<td>Ness (1989)</td>
</tr>
</tbody>
</table>
Laugh, you’ll feel better

My Brand of Humor:
• Liberal application of Monty Python (and Star Wars) quotes

What IS the air-speed of an unladen Swallow?
Laugh at ME if you must

Another Brand of Humor:
• Self deprecation
Another joke, and a note about Time.

- EFFECIENCY:
  - Respect time constraints of learners
    - Know duty hour rules
  - Be on time—get started so we can finish

We do make a difference!
Found on heme-onc floor at UNC→
More about Humor

- Relaxed, informal approach.
  - Use first names, including your own
  - Be real
  - Use small words when you can (sometimes 4 letters)

Side-eye at age 6? I’m in trouble→
Additional techniques:

- “socratic teaching”
  - Aka: pimping without negative consequences

←I married him. Good decision
The most important part: Jack and Teddy and Ziggy
The most important part: continued
Questions? And THANK YOU!!!