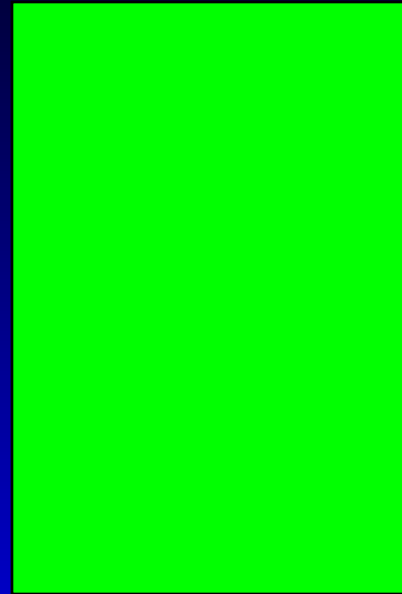


**Please Label  
Your Card Now**

**GREEN Card**



- Side #1 = 'Handout' (for insights & tactics)
- Side #2 = 'Action Tool'

**Mornin'**

# Celebrating Our Learners' Questions



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McMaster 2012

# How Do You Spell Iowa?

a) Illinois

b) Idaho

c) Iowa

d) Ohio

# Yes, I'm from Iowa City

A recent descriptor:

Iowa City ...

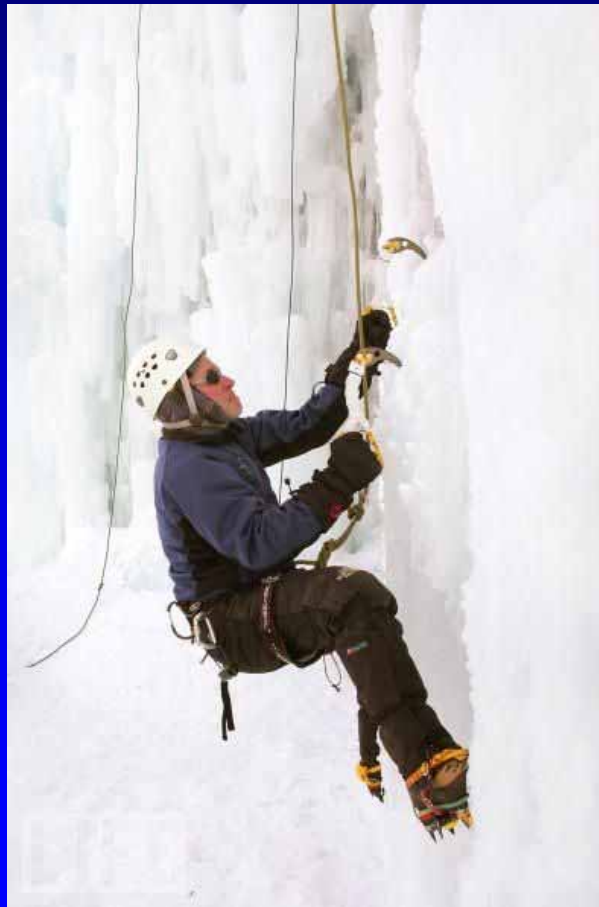
We used all our creativity  
on the name

# New General Hospital (1928)





# We Enjoy Winter Sports Just Like Our Canadian Hosts



# **Celebrating Our Learners' Questions**



# Defining 'Celebrate'

- To observe or commemorate
- To make known publicly
- To proclaim
- To honor or applaud/praise widely ...  
with ceremonies or festivals

Celebration = **Uninhibited Good Time**

Patient  
Dilemma

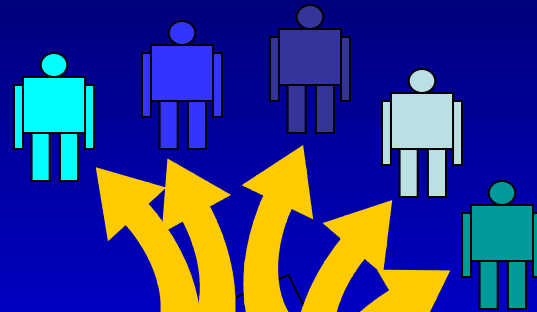


Ask

Action

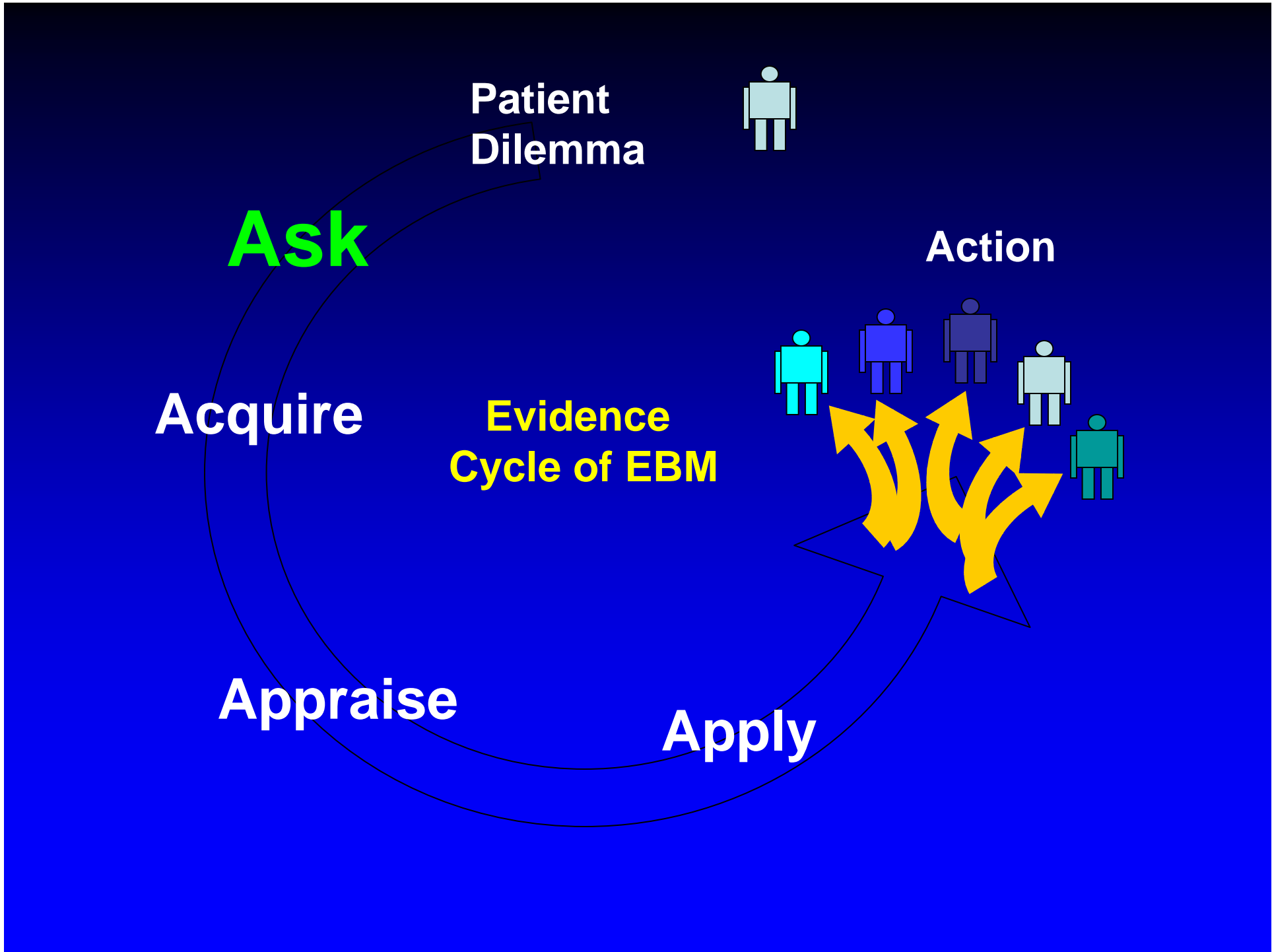
Acquire

Evidence  
Cycle of EBM



Appraise

Apply



# Action Verbs for Your Morning

- **Reflect**
- **Embrace**
- **Commit**

# Action Verbs for Your Morning

- Reflect **on Origin of Questions**
- Embrace **Notion of Learners'**
- Commit **to Whitewater Kayaking**



# Watch & Listen Carefully

One of Our Learners ...

## What Did You Notice?

# Listen Carefully ...

- Put yourself in this situation
- Listen to the presentation  
and
- Listen to this teacher's efforts to teach  
in a busy clinic



# 'Hoot Groups' Task



- Groups of 2 – 3

## Half of Room

- (a) What were learner's needs?
- (b) What were teacher's focus?
- Return in 2 minutes

# What You Noticed

## Learner's Needs

- make Dx
- further imaging?
- Px validation
- More time
- know what to ask and how to ask
- Focus on pt needs
- Summarize findings
- Present better
- Read attending better

## Teacher's Focus

- time/through put
- Prompt – Q on Rx
- Avoided reverse SLR
- Therapy optimization
- Level of learner
- Rapid closure on Dx

# Why Don't We Use Learner's Questions?

- We don't know answer
- No TIME
- No question
- (he's had his curiosity surgically extracted)
- My agenda – I know what he needs
- Not relevant
- Want to encourage self-directed
- Separate care and learner
- Respect?

# So, We Found Stuff About ...

## Us

- Our capabilities & comfort

## Them

- Their capabilities & learned behaviors
- Their preferences

## Setting

**What about Us ...**

# **Counting Basketball Passes**

- **Count the Number** of passes by the team in **white**
- **It Goes Quickly**, so please be quiet

# What if I don't know the answer to their questions?

## Concerns about

- Losing Control
- Affective Responses



# But It's Also THEM ...

The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders.

They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up food at the table, cross their legs, and tyrannize their teachers.

**Socrates**

# They Appear to be Wired Differently

## Baby Boomers

(MidLevel & Sr Fac)

1946 – '64

workaholic, competitive,  
individual achievement

## Generation X

(MidLevel & Jr Fac)

1965 – '79

skeptical, more to life than  
work, prefer individual work  
over group work

## Millennials

(student/resident)

1980 – 2001

'praise generation', socially  
conscious, team-oriented

# They Appear to be Wired Differently

**Millennials 1980 – 2001** (student/resident)

- Team-oriented; share accountability
- Socially conscious; into safety
- Collaborative; crave interactivity
- Value life-work balance & flexible schedules

## **Prefer:**

- Learn by discovery; hands-on learners
- Group work & visual learning; techy + social
- Entertaining education ('edutainment')
- **Feedback + Encouragement; Coaching**

**Additionally, Stakes are High**

Interprofessional Education & Practice

IPE → IPP

IPP → IPE

# Buzz with Your Neighbor

What Specifically could we try to engage Millennials - et al - that will CELEBRATE Their Questions?

Recall ... Celebrate is:

- make known publicly
- applaud/praise with ceremony
- uninhibited good time

# And What About Our Setting ...

We usually have no control

Yet we persist in belief that  
we can teach more & better  
only when we gain control







# Teaching Clinical Medicine

## (& Celebrating Our Learners' Questions)

- Analogous to entering permanent, turbulent *whitewater in a kayak*
- We can improve chances for survival with the right skills & insights
- If we expect chronic whitewater and grow necessary skills, we can **relish playing** in our turbulent environment

**Didn't You Hear Me ...  
"I Got No Time"**

**Sorry, we don't have time  
to address this one ...**

# “Got no time ...”

- Acknowledge real time limits
- Pick one thing to teach, anything, but **NOT everything**
- Get past misperception – time is tight no matter whose question it is
- It takes gumption ...
- Just do it!

# Action Verbs for Your Morning

- Reflect **on Origin of Questions**
- Embrace **Notion of Learners'**
- Commit **to Whitewater Kayaking**



# Reflect for a Moment

About what we've covered today and commit to new ways you could 'play in the whitewater'

## Green 'Action Tool' Card

### 1. Jot Down

\*2-3 specific ways you could better address teaching with learner's questions

### 2. Use it to drive your daily work

Periodically pull out to assess your progress





# Your Questions about 'Q'?

