

Why teach...?

The Benefits of Teaching

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Learning Objectives

- To Define:
 - Who are our learners?
 - How do they learn?
 - Why do we teach?
 - How should we teach?
 - Why teaching is good for you!



Our Most Important Learner

Our Patients.....
Who else?



Our Learners?

- Matriculating medical students better mental health than college graduates pursuing other fields
 - Lower burnout
 - Less depression
 - Higher QOL (overall, mental, emotional, physical)
- Pattern reversed by 2nd year medical school
- Burnout crescendos during residency
- In practicing physicians, burnout and dissatisfaction WLB peaks mid-career (10-19 years in practice and in women)
- Worse in the last year due to impact of COVID

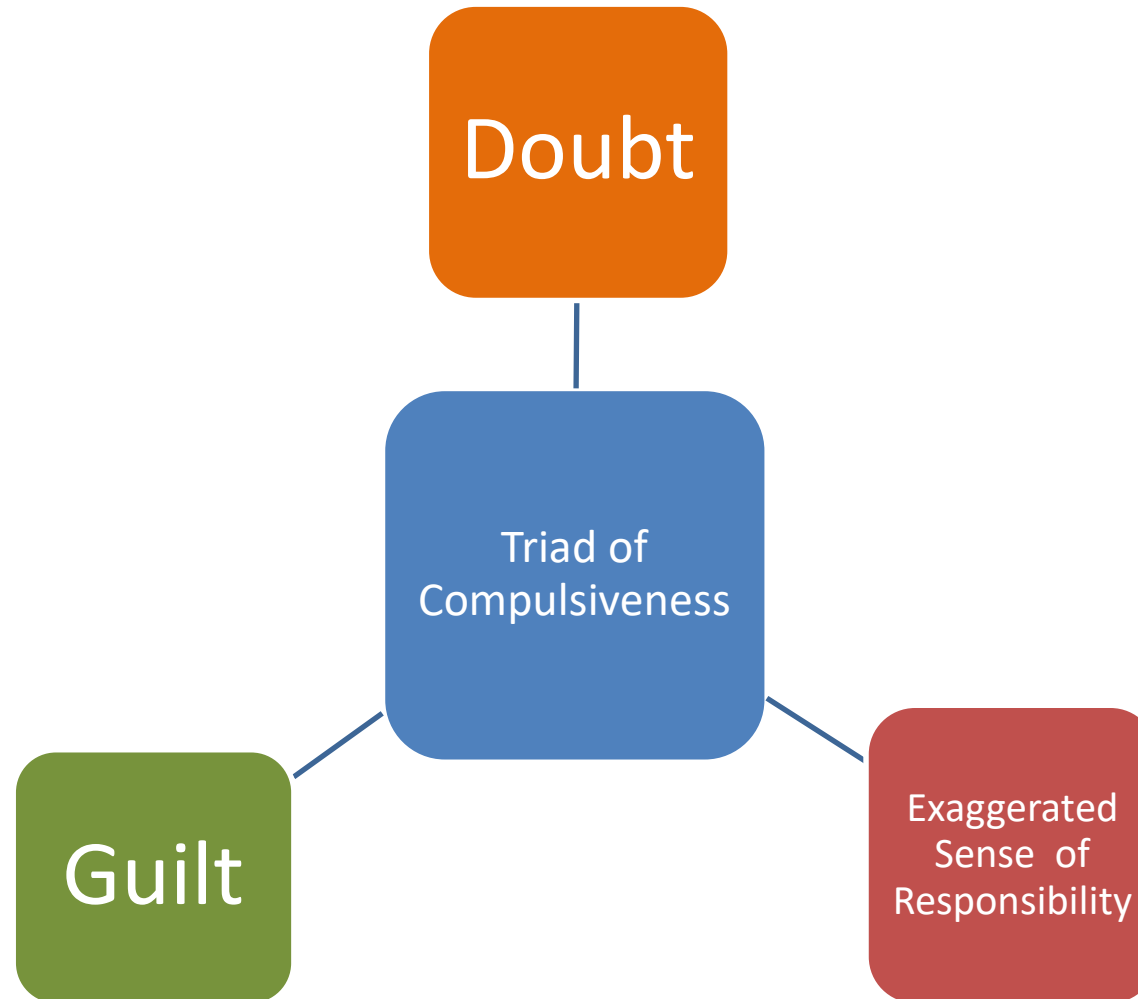


Medical Education Conditioning

- We are all trained to be this:
 - Workaholic
 - Lone ranger
 - Emotion-free
 - Perfectionism
 - Superhero
- Two Prime Directives:
 - The patient always comes first
 - Never show weakness



The Physician Personality??



Gabbard JAMA 254:2926, 1985

The “Physician Personality”

Adaptive

- Diagnostic rigor
- Thoroughness
- Commitment to patients
- Desire to stay current
- Recognize responsibility of patients’ trust

Maladaptive

- Difficulty relaxing
- Problem allocating time for family
- Sense responsibility beyond what you control
- Sense “not doing enough”
- Difficulty setting limits
- Confusion of selfishness vs. healthy self-interest
- Difficulty taking time off

AMA Survey of Those <35 Years

- 200 responses
- More tech savvy and see the benefit of technology when practicing evidenced based medicine
- 62% cited the EMR as important in providing quality patient care
- 92% said work-life balance is important but only 65% felt they have achieved it
- 80% are employees and only 15% are full/part owners of medical practices



Abundant Stressors in Medicine

- Dramatic lifestyle changes
- Heavy academic workload
- Perceived need to excel at all costs
- Lack of control/autonomy
- Responsibility for patients
- Exposure to infections
- Time pressure and demands
- Problems without solutions
- Sacrificing personal needs and desires
- Limited support systems
- Inadequate training for working with patients and families
- Frenetic, intense pace of training
- Repetitive single tasks/scut work
- Death and dying
- Delayed gratification
- Disillusionment
- Intense and sometimes toxic work environments!
- Practicing medicine during a pandemic!!

It's inevitable.....Stress

- A reality that must be recognized and managed
- An internal process when a person is faced with a demand that is **perceived to exceed the resources available**.
- Failure to respond can lead to undesirable consequences
- Very subjective
- Can result in both physical and emotional responses
- Can be motivating...



New Intern Stressors

- Joining a professional family
 - Is this the right one?
- Challenges to circadian rhythms
- Less control over schedule
- Calibrating uncertainty – Imposter Syndrome?



Impact of Stress on Residents

- Increased risk of **burnout**
 - 52% of internal medicine residents (n=16,394) met criteria for burnout
 - 50% of residents (n=110) from different programs met criteria for burnout

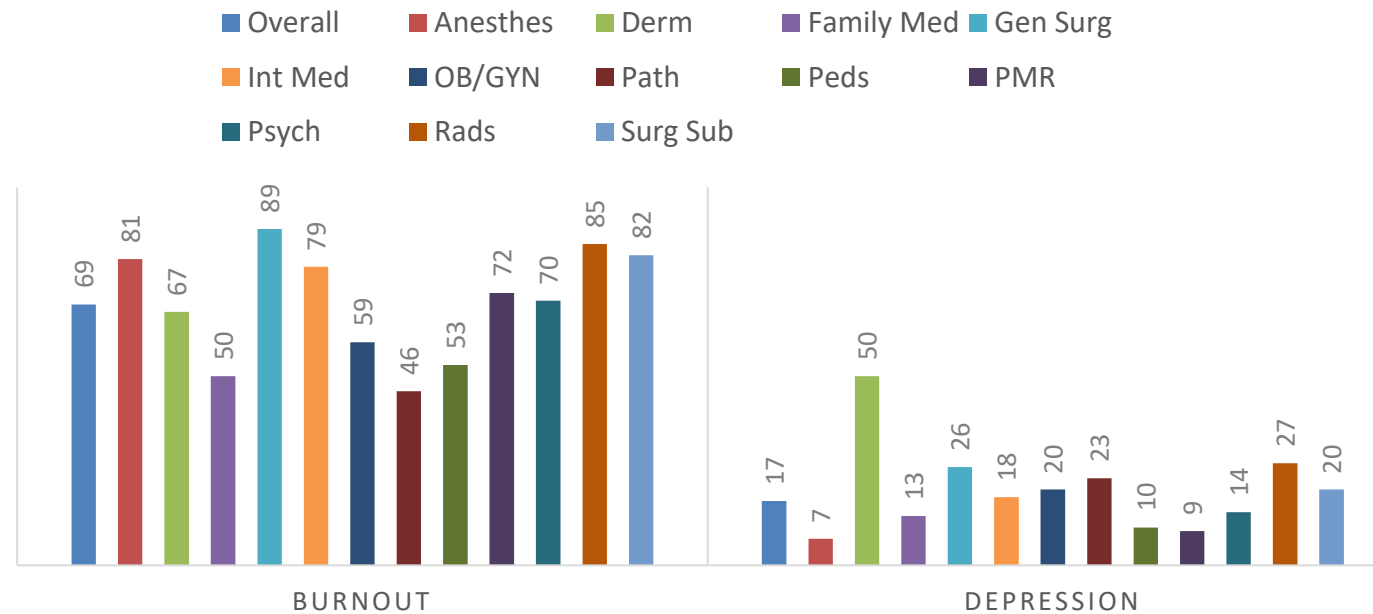


West CP, Shanafelt TD, Kolars JC, Quality of life, burnout, educational debt, and medical knowledge among internal medicine residents. JAMA 2011; 306: 952-960
Martini S, Arfken CL, Churchil A, Balon R, Burnout comparison among residents in different medical specialties. Acad Psychiatry 2004; 26: 240-242
Berg et. al, Early Detection and Intervention for the Stressed Resident, Med Ed Portal, 2017

Resident Burnout Study

- Tertiary academic hospital
- 307 residents across specialties
- Maslach Burnout Inventory, PHQ-9
- 79% who completed were PGY1, 2 or 3
- PD's underestimated the rate of BO

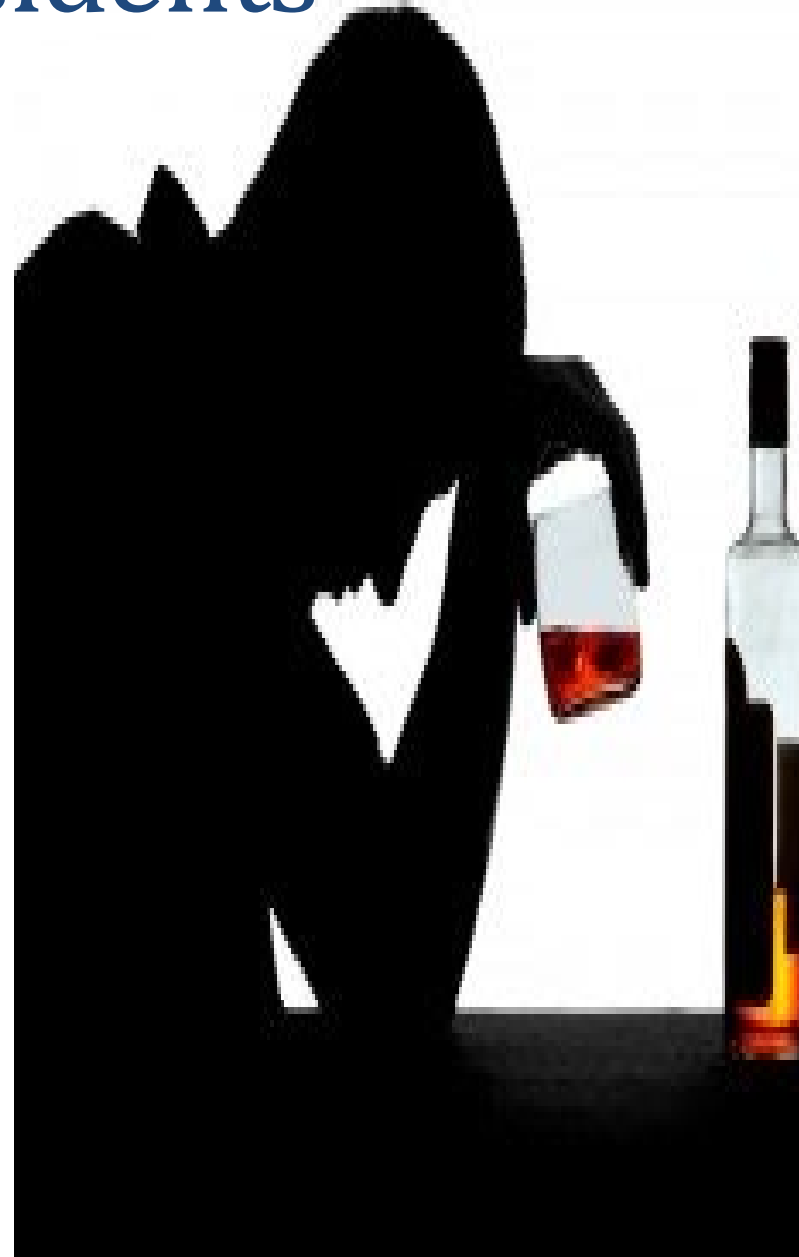
% RATE OF BURNOUT/DEPRESSION IN RESIDENTS ACROSS SPECIALTIES



Holmes, et al, Acad Psychiatry (2017) 41: 159-166

Impact of Stress on Residents

- Increased risk of **alcohol abuse**
 - Study of emergency department residents (n=2,397): use/abuse of alcohol increased as residency progressed
 - 91% of surgical residents (n=259) had used alcohol in the past month.



McBeth BD et. al, Substance use in emergency medicine training programs. Acad Emerg Med 2008; 15:45-53.

Bunch et. al, Substance use by surgical residents and students entering surgery. J Surg Res 1996; 61: 108-112.

Berg et. al, Early Detection and Intervention for the Stressed Resident, Med Ed Portal, 2017

Impact of Stress on Residents

- Increased risk of depression
 - 42% of interns from multiple specialties (n=740) met criteria for major depression at 1 or more quarterly assessments
 - 12% of medical students and residents (n=2193) had probable major depression
 - In a study of internal medicine residents (n=4128): 40% of females and 32% of males reported 4/5 symptoms of depression – sleep, appetite, depression, anhedonia and mood swings



Sen S, Kranzler HR, Krystal JH, Speller H, Chan G, Gelernter J, Guille C. A prospective cohort study investigating factors associated with depression during medical internship. *Arch Gen Psychiat* 2010;67:557-563.

Goebert D, Thompson D, Takeshita J, et al. Depressive symptoms in medical students and residents: a multischool study. *Acad Med* 2009;84:236-241.

Collier VU, McCue JD, Markus A, Smith L. Stress in medical residency: status quo after a decade of reform? *Ann Intern Med* 2002;136:384-390.

Berg et. al, Early Detection and Intervention for the Stressed Resident, Med Ed Portal, 2017



Impact of Stress on Residents

- Impacts **physicians' level of empathy**
 - Systematic review of studies published between 1990-2010 on medical students' and residents' empathy¹:
 - Most studies (16/18, 89%) indicated that empathy decreases during training
 - Others have noted that empathic behavior may lead to physicians' increased diagnostic accuracy and patients' increased compliance and satisfaction

Neumann M, Edelhauser F, Tauschel D, Fischer MR, Wirtz M, Woopen C, Haramati A, Scheffer C. Empathy decline and its reasons: a systematic review of studies with medical students and residents. *Acad Med.* 2011;86:996-1009.

Berg et. al, Early Detection and Intervention for the Stressed Resident, Med Ed Portal, 2017



Impact of Stress on Residents

- Affects **patient safety**
 - Study of internal medicine residents (n = 380):
 - Burnout, depression, and decreased quality of life were associated with increased likelihood of self-report of making a medical error
 - Study of interns from multiple residencies (n = 740):
 - Bidirectional association between depression and self-reported medical errors



West CP, Shanafelt TD, Kolars JC, Quality of life, burnout, educational debt, and medical knowledge among internal medicine residents. *JAMA* 2011; 306: 952-960

Sen S, Kranzler HR, Krystal JH, Speller H, Chan G, Gelernter J, Guille C. A prospective cohort study investigating factors associated with depression during medical internship. *Arch Gen Psychiat* 2010;67:557-563.

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What are Some Signs that Stress is Impacting your Learner?

Low Risk Behaviors

- Abrupt with patient and/or colleague
- Hygiene changes (dresses sloppy, unshaven, etc.)
- Irritable
- Poor eye contact

High Risk Behaviors

- Frequently calling in sick/recurrent absences/recurrent tardiness
- Labile with precipitous changes in mood/affect—crying then happy
- Anger, acting-out, short temper
- Defensive, blaming others, displacement of blame
- Headaches in the morning
- Eating changes—increase or decrease
- Attention sx (can't focus, zones out, doesn't listen)
- Relationship problems
- Substance use/abuse—ethanol or pills
- Student mistreatment



Academic signs your learner is struggling.....

- In service or internal examination failure
- Verbal comments by others
- Patient safety issues
- Poor clinical performance and evaluations
- Problems with simulation exercises
- Negative peer assessments
- ?



What do YOU Think?

- What behaviors do you notice when a learner is struggling?
- Put in the chat box!



What Have We Established So Far?

- Our learners are medical students, interns and residents
- Many of us are wired in a certain way....
- This new generation might be just a little different then previously
- We all work in a stressful environment
- Stress can be both positive and negative
- When negative, it can lead to depression, burnout, substance use, a loss of empathy, decline in patient safety AND struggle.....

SO: How do our learners learn in this stressful environment?

How Our Learners Learn? Adult Learning Theory

- Need to know why they should learn something
- Love to problem solve better than being told the answer
- Need a safe environment that encourages processing and verbalization
- Need to connect new learning to their experiences
- Need clear expectations and ongoing feedback



How Do Residents Prefer To Learn?

Interns	Advanced Residents
<p>Prefers instructors who are:</p> <ol style="list-style-type: none">1. Available2. Provide didactic instruction3. Provide feedback4. One to one discussion	<ol style="list-style-type: none">1. See their faculty more as colleagues2. Want to assume greater responsibility for their own learning3. Want more information and explanation

Need Self-Regulated Learning



A MODEL OF SELF-REGULATORY LEARNING

What We All Seek....??

- Someone to know our soul
 - To peek into on occasion
 - To not judge it
 - To seek to understand it
 - To accept it
 - To help us grow as a person



Maybe you agree with this and maybe you don't.....but I attest we all seek teachers who truly care about us!

Why Do YOU Teach?



Why Do We Teach at All?

- Intrinsic satisfaction of teaching
- Stimulation of working with learners
- Helps keep the teacher current
- Allow us to see ourselves and reveal who we are to others
- Recruits learners into our specialty
- Is it deeper than that?



Before we go completely there.....

What Makes a Good Teacher?

- Think of a favorite teacher...
- What would you like your learners to remember about you?
- What qualities did that teacher have?
- Shout out or use the chat box to let us know.....



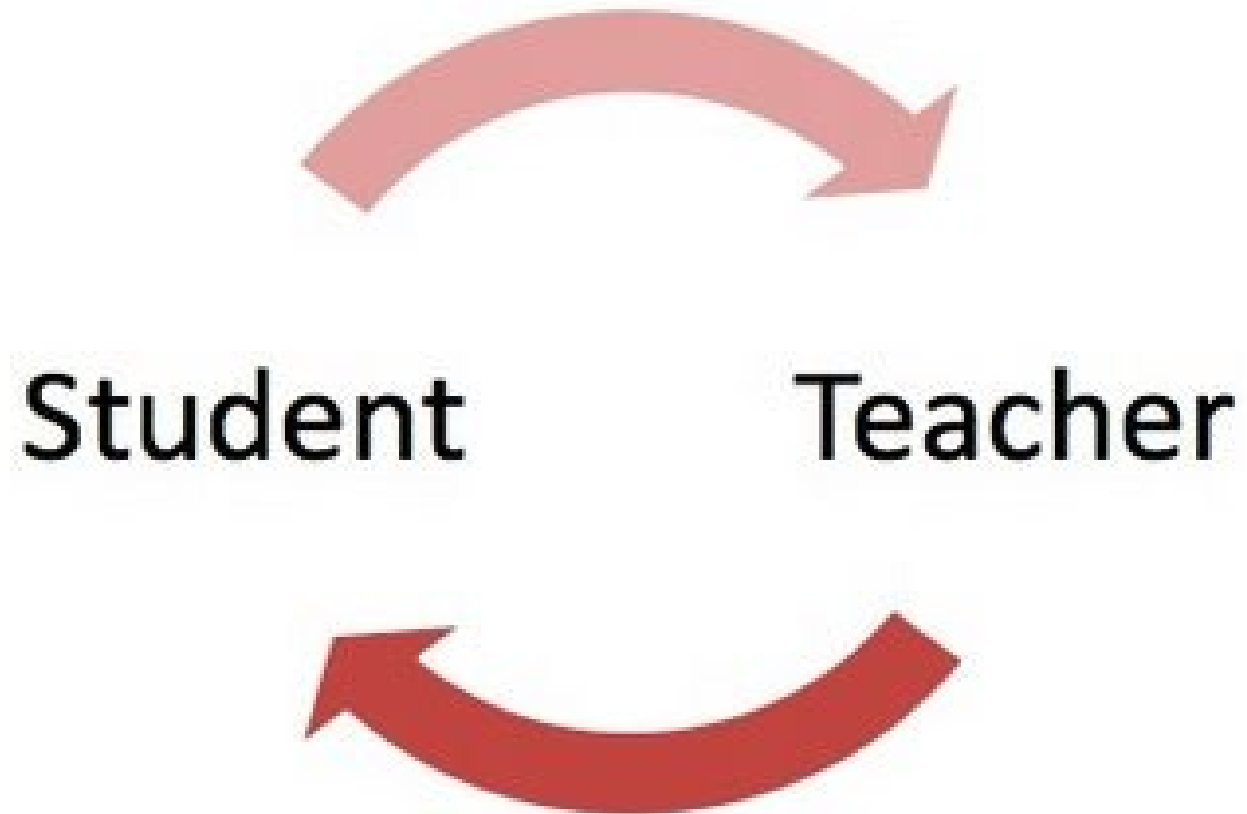
More about Good Teachers....



Harvard Graduate School of Education



Students Teach Us....



Summary of Teaching Qualities

Positive

- Shows respect
- Honest and ethical
- Solution focused
- Gives praise/feedback
- Available and approachable
- Listens
- Knowledgeable
- Acts a role model

Negative

- Disrespectful
- Dishonest
- Blame oriented
- Stoic
- Unavailable
- Closed
- Lacks knowledge
- Does not represent a role model

What Do Excellent Clinical Teachers Do?

- Supportive and easy to work with
- Friendly and positive attitude towards teaching
- Establish rapport with learner
- Value learner as an individual
- Accept learner's role in the learning process
- Create an environment that facilitates and motivates learning
- Are role models
- Inspire.....



What is the True Role of a Teacher?

- Structuring/Monitoring – maintaining standards, ethics, etc..
- Teaching
- Nurturing/Supporting
- Evaluator
- Modelling
- Colleague



Put simply.....

- Three Main Functions:
 1. **Formative:** the educational process of developing skills
 2. **Restorative:** supporting and helping professionals working with constant stress and distress
 3. **Normative:** quality control aspects of professional practice



Strive to create a Culture that Promotes Success...

- Permission to become someone different
- Expectation of growth
- Reasonable challenges
- Connectivity between faculty, peers and learners
- Create a “Culture of Caring”



Key: Building Trust and Mutual Respect

- Aligns with goals for a high reliability organization
- Three core elements:
 - Do you care about me?
 - Is it safe to admit when I don't know?
 - Are you more interested in identifying my failures than you are in my development?



How Can YOU Maximize your Teaching

- Set clear and realistic expectations
- Model and teach to the learners needs
- **Observe** learners' performances aand let them observe you
- Encourage independent learning and reflection
- Supplement clinic instruction with readings, conferences, and mentoring
- Create a positive learning environment
- Reflect upon and improve your own teaching

**"Great teachers
are not born.
They're TAUGHT."**

-Dr. Deborah Ball

Effective Teachers....

- Involve, respect, engage and activate learners
- Capture attention and have fun
- Connect the case to broader concepts
- Meet individual learners' needs
- Support learners' autonomy
- Provide feedback and evaluation



How Can YOU Find Joy in Teaching

- Reflect on what you do well and where you need to stretch and grow
- Recognize your role as a teacher
- Value the challenges as opportunities
- Respect the experience of the learner
- Explore your positive emotions – what is nourishing about teaching?
- Look for the “Teachable Moments” around you
- Academic Medicine is a calling – you are part of creating the next generation of teachers – think how many people and patients you impact!
- Realize it’s altruistic to teach

Altruism Improves Well-Being

- People who engage in altruistic practices are happier and healthier
- Altruism counter-acts negative emotions and reduces psychological stress
- Remember it feels good to be good and do good!

People that perform altruistic acts not only help create a better society, but they are happier for it.

Post, S. G. (2007). *Altruism and health: Perspectives from empirical research*. New York: Oxford.

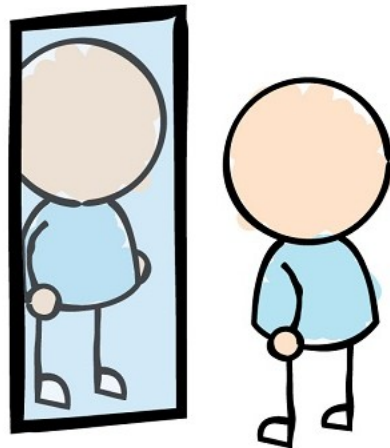
Koenig, H. G. (2007). Altruistic love and physical health. In S. G. Post (Ed.), *Altruism & health* (pp. 422–441). New York: Oxford



**Feeds into our
desire for
immortality?**

Teaching Allows us to **Self-Reflect**

- Allows us to refine ourselves
- Forces us to examine our commitment to change
- Presses on our self-confidence
- Can lead to personal development



Teaching Helps Us **Align with our Values**

- Our values help guide our actions and could impact:
 - Our goals
 - Our perception of the student
 - The learning environment
 - Causes you to think about, “Who am I?” “Who do I wish to be?”

How Does Wellbeing Relate to Teaching?

- It's not just about finding work-life integration
- **It's about finding a sense of purpose, satisfaction, joy and meaning in our work!**
- If Physicians spend even 20% of their work time in activities they regard as most meaningful, they are much less likely to be burned out and more able to tolerate difficult moments!

Shanafelt et al, 2017, Career Fit and Burnout



Learners are Our Untapped Assets

- Bring innovation, idealism and vision to us
- Have a generational voice with a unique perspective
- Have insights into the hidden curricula
- May see the learning environment in a different way
- Bring diverse opinions and perspectives
- Willing to be mentored to build scholarship within medicine
- More up to date on technology
- Push us to know more and be better
- Can improve patient care
- Can improve our well-being and prevent burnout
- Can help us reflect on why we went into medicine



SO.....EMBRACE THIS UNTAPPED ASSET!

Thank you!

