

PET 2017



WEO Program for Endoscopic Teachers, Brasilia, November 2017

Principles of Teaching and Giving Feedback – Novices and Beyond

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Training the Endoscopy Trainer: When Should I Take Over The Scope?

Thank You and Welcome from Canada

Winter is coming!



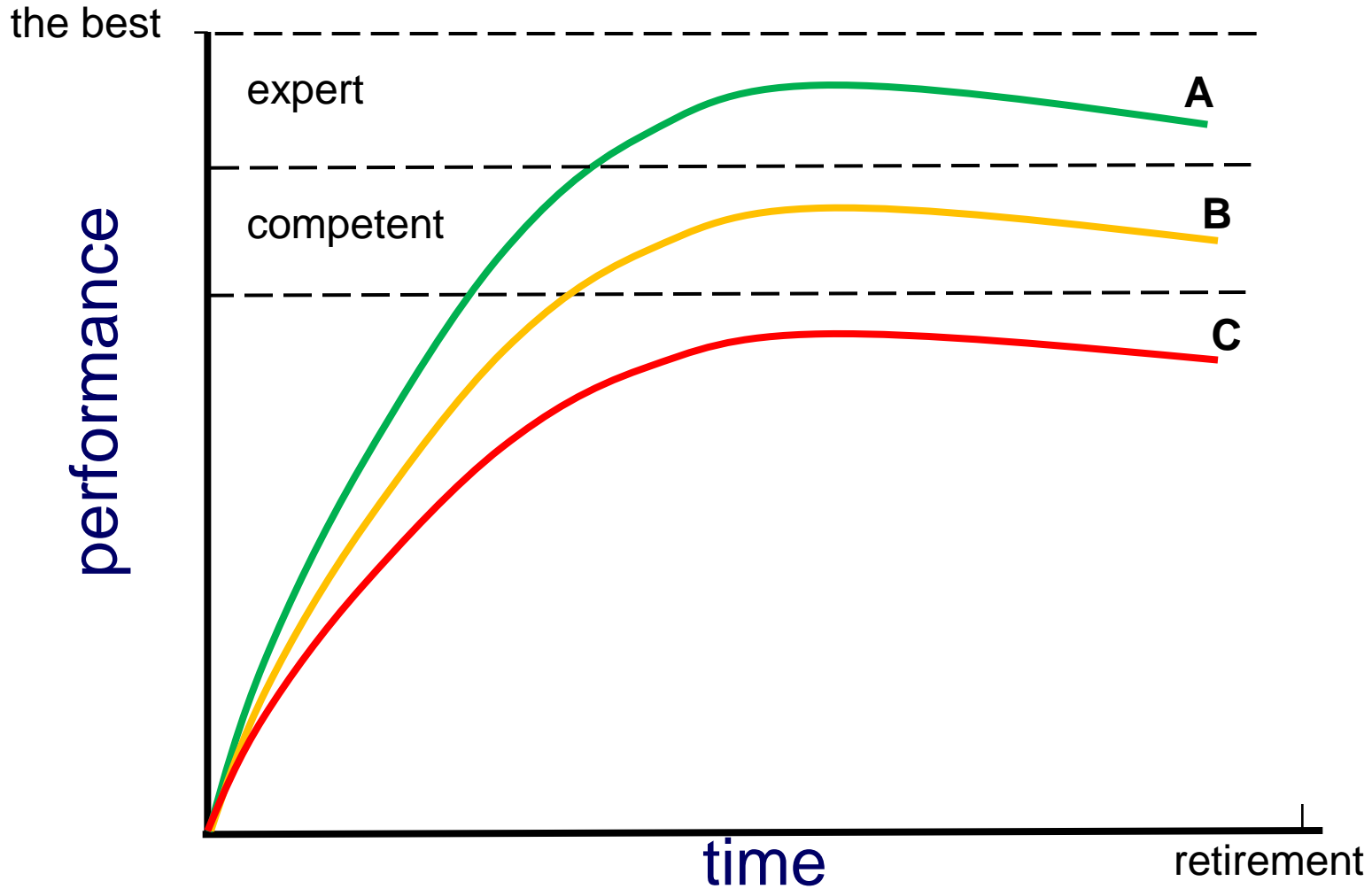
Faculty Disclosure

- **Relationships with commercial interests:**
- **None**

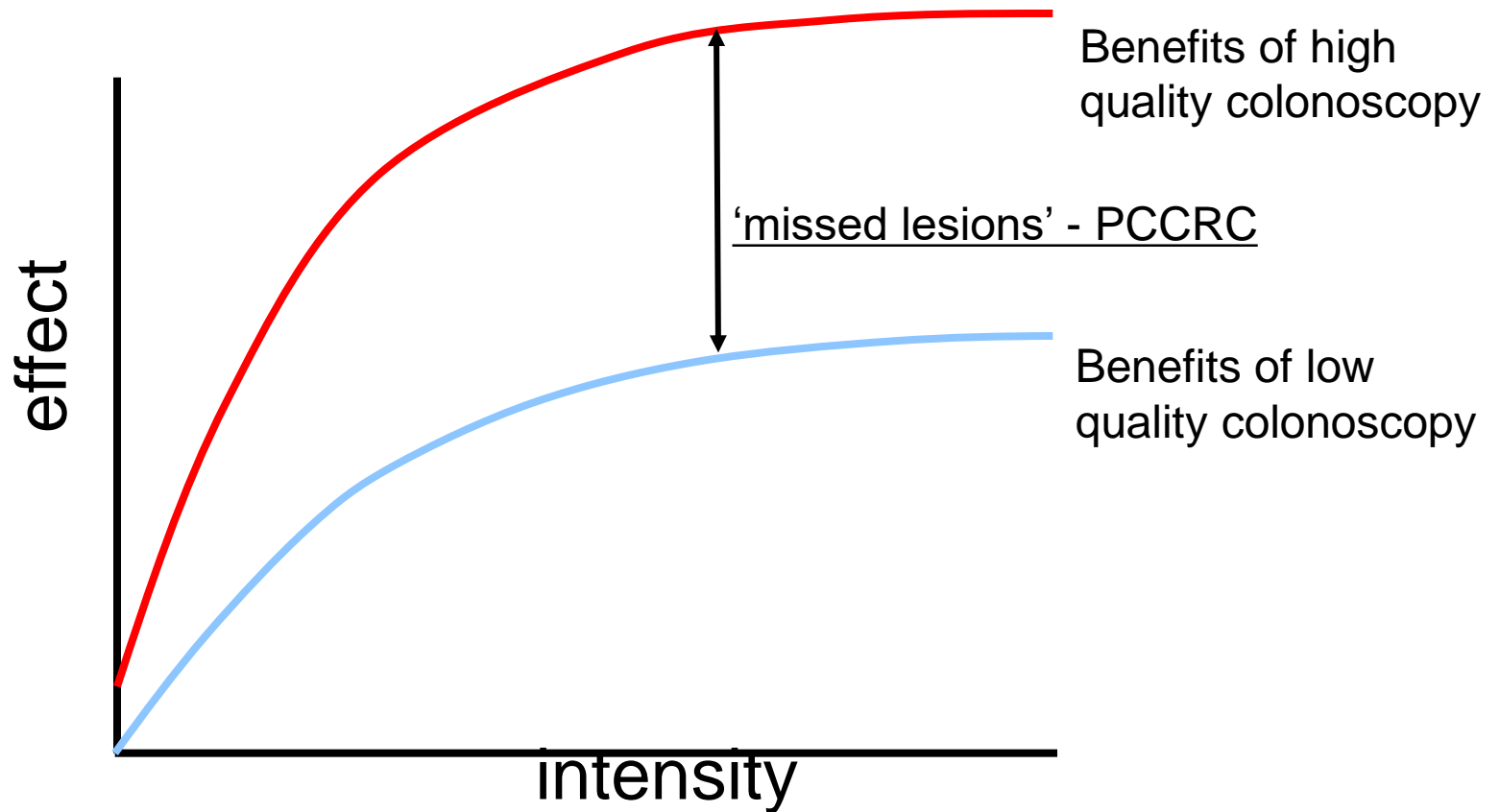
My Premise

- “A good endoscopist with excellent performance data does not necessarily equate to a good or even competent trainer”
- Anderson J, Frontline Gastroenterology 2012

Colonoscopy Performance



Benefits of high and low quality colonoscopy



**Would you be prepared to
have a colonoscopy done by
any randomly chosen
colonoscopist in your country?**

Teach the children...
so it will not be
necessary
to teach the adults.

~ Abraham Lincoln

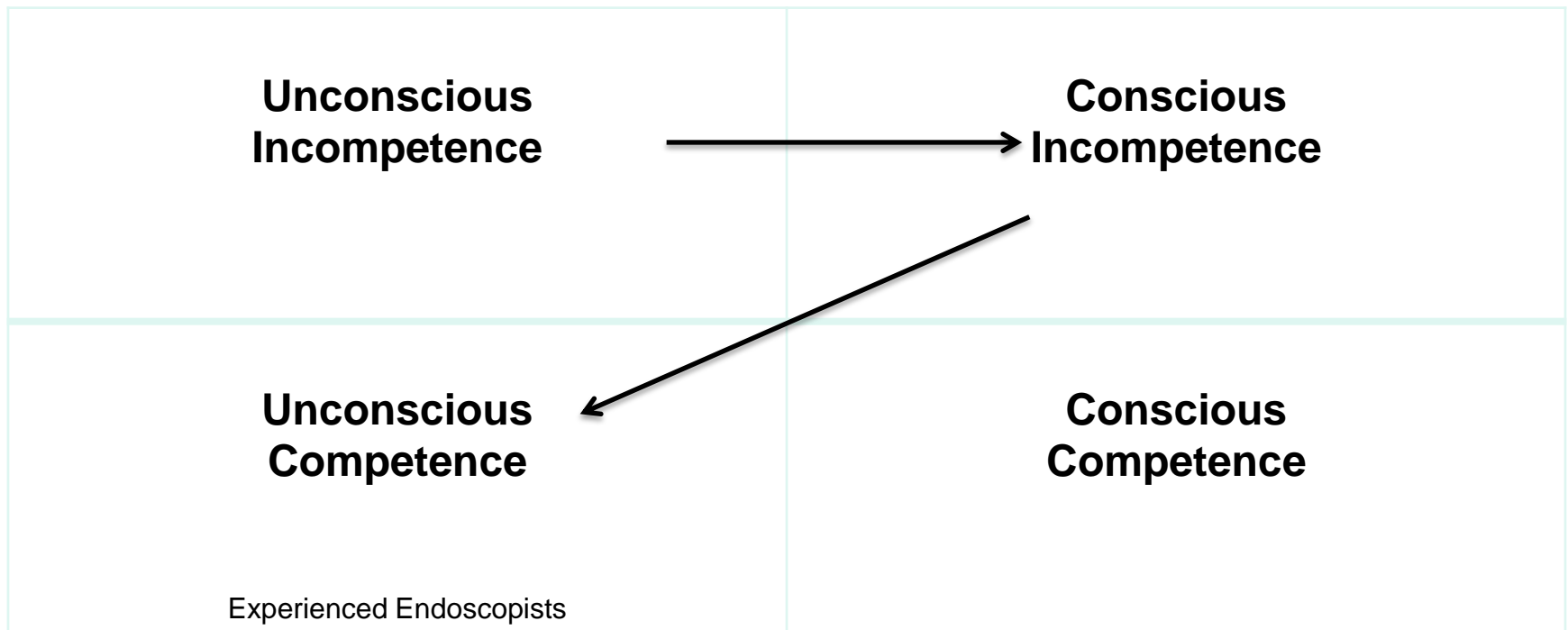
Do We Need To Be Better Teachers?

Our Current Teaching Approach

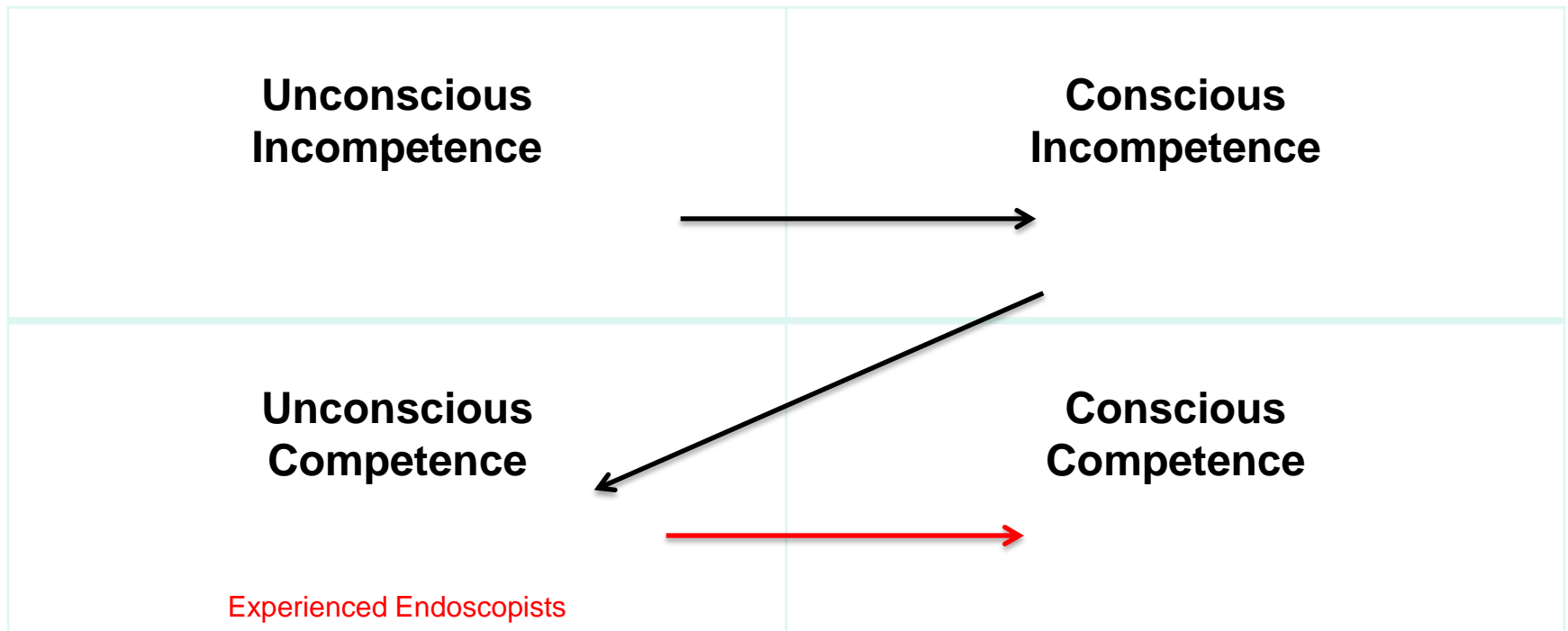
- Supervision versus teaching:
- “Call me when you get in trouble.”
- “That’s the way I was taught, it works for me.”

Experiential Teaching

Stages of Learning

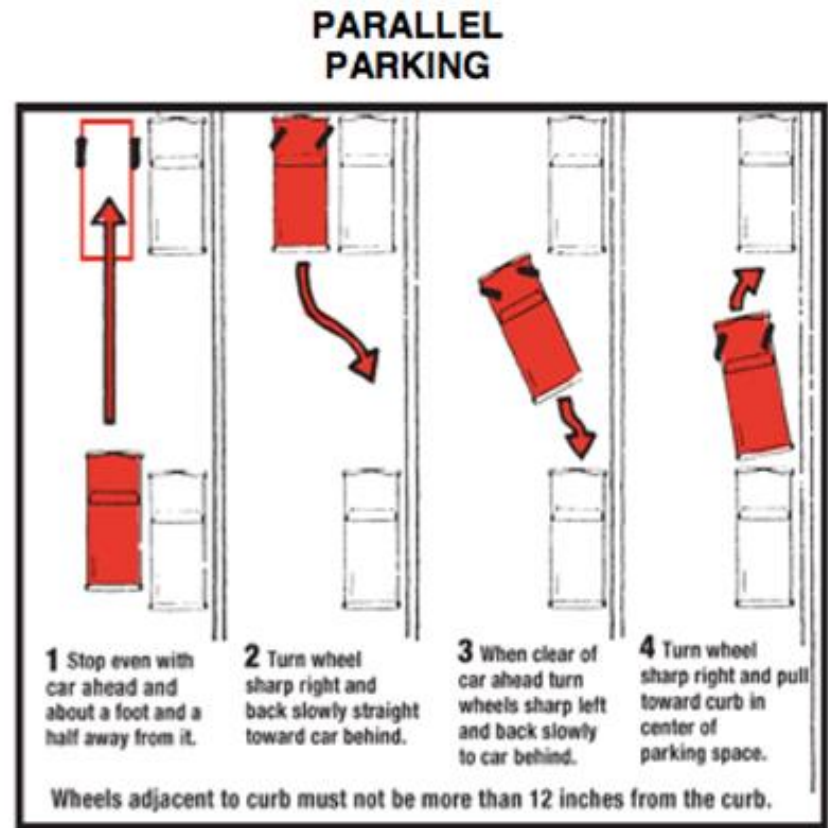


To Teach Effectively, You Must Be Consciously Competent



Conscious Competence

- The last time you parallel parked, did you actually think about what you were doing?



To be an effective teacher, one must be a consciously competent colonoscopist and trainer.

- Colonoscopy
 - Deconstruct your technique
 - Reflect why you do what you do
- Training
 - Observe what trainee is doing/needs to do
 - Determine what is important from this session
 - Instruct clearly
 - Assess trainee's understanding and response

Can We Improve?

- CAG-SEE Program
- Train-the-Endoscopy-Trainer (TET) course:
 - Designed to improve teaching skills and procedural conscious competence needed to teach colonoscopy. TET courses run one and a half (1.5) days teaching up to six (6) delegates

For Your Interest

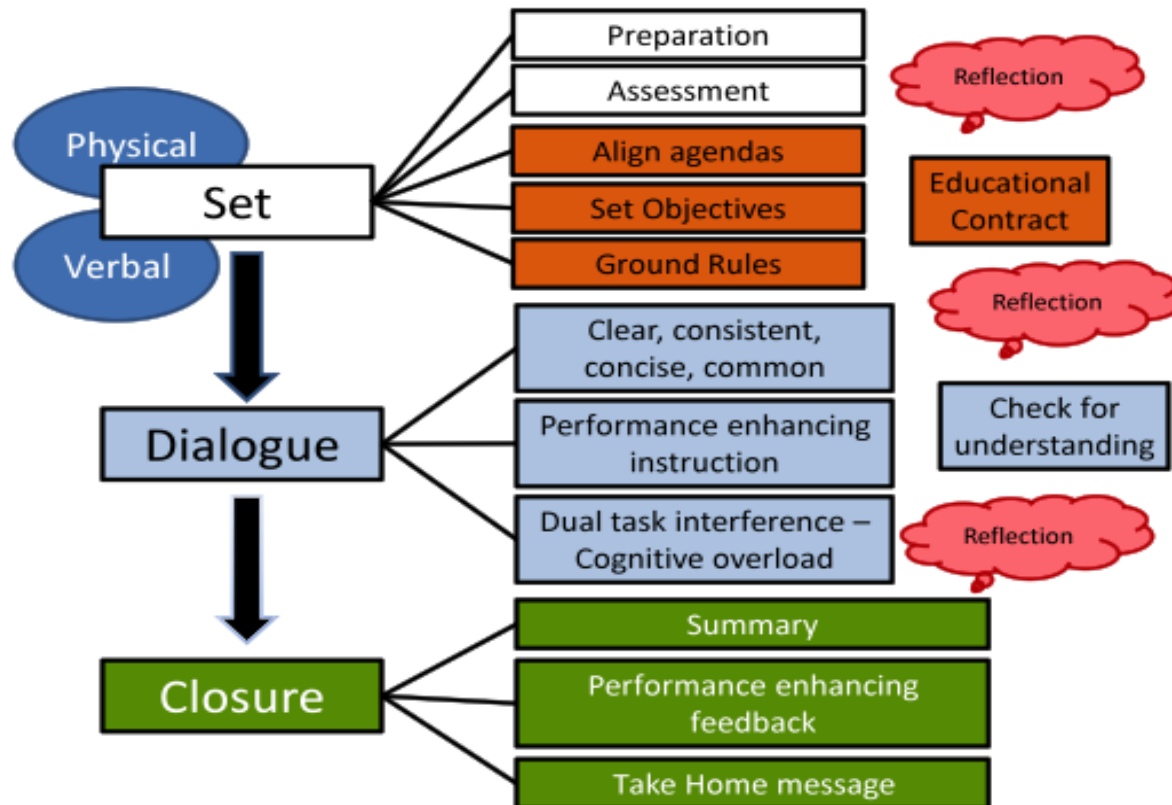
- <https://www.cag-acg.org/quality/see-program>

Goal: To Improve Endoscopy Training of Residents in Canada

- Develop Better Endoscopy Trainers
- Develop Consistent Message
- Trainees graduating with up-to-date skillsets



TCT Teaching Framework



A Teaching Encounter

- Preparation
- Training Session
- Wrap Up

Preparation



Skills Assessment

- Who are you training? What do they know?
 - Assessment of trainee skills
 - Where is the learner on the skills acquisition curve?

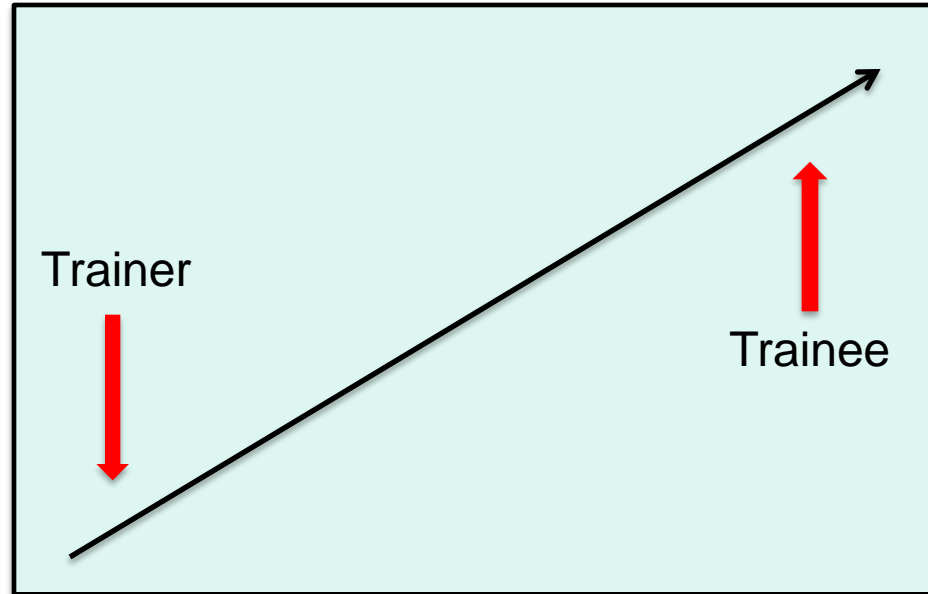
Make An Education Contract

Align Agendas

- What does your trainee want to learn?
- What do you want to teach them?

Education Contracts

- Align agendas



Skills Acquisition Over Time

Ground Rules



For example, slow down!

Education Contracts

- Set ground rules:
- Stop means stop!
- Patient safety
- Time management
- Roles and responsibilities

Education Contracts

- Develop 1 or 2 SMART learning objectives
(Specific/measurable/achievable/relevant/timely)
 - But be opportunistic.

Physical Set up

- Room set up
- Trainer position
 - Need to see
 - Hands and scope on outside
 - Endoscopy view
 - Imager view



The Training Session



Cognitive Overload

LOOK!
A Distraction!



Cognitive Overload

- Information overload:
- Be aware of distraction:
 - Verbal (The instructor talks too much)
 - Visual

Language of Endoscopy

Your language needs to be:
clear, concise and consistent

Language of Endoscopy

- | | |
|---------------------------|------------|
| • STOP | SLOW DOWN |
| • Pull back | advance |
| • Aspirate | insufflate |
| • Tip up | tip down |
| • Tip left | tip right |
| • Clockwise torque | wash |
| • Counterclockwise torque | |

When To Take Over The Scope

(The Six Questions You Ask)

When To Take Over The Scope

- 1) Do you know what is the problem?
- 2) Do you know the answer?
- 3) Did you give clear instructions?
- 4) Were your instructions understood?
- 5) Did the trainee follow exactly your instructions as agreed?
- 6) Is this beyond the skill level of the trainee?

Yes to all, take over the scope.

Performance Enhancing Training

- Good quality endoscopy teaching involves both
 - Instruction
 - Include checking for understanding
 - Feedback
 - reinforcement during procedure

Wrap Up



Feedback (A)

- First ask the trainee's view of the case

Feedback (C)

- Discuss points raised by your trainee
- Introduce points you want to cover

Feedback (T)

- Take home message
 - One or two points which will help the trainee improve their technique.

Feedback Summary

- ACT
 - Ask an open question
 - Discussion
 - Take home message

Summary

- Preparation
 - Assessment
 - Objective setting
 - Aligning agendas
- The Training Session
 - Performance enhancing instruction
- Wrap Up
 - Performance enhancing feedback ACT

Future Challenges : Improving Our Teaching

- Get away from numbers to competency-based assessments
- Colonoscopy is becoming more and more a therapeutic procedure
- Trainees need ongoing exposure
- Service pressures

Thank You For Listening

Summer in Mahone Bay, Nova Scotia

