PET 2017

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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

The best performance over time for expert (A), competent (B), and C.
Benefits of high and low quality colonoscopy

Benefits of high quality colonoscopy

Benefits of low quality colonoscopy

‘missed lesions’ - PCCRC
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

- Unconscious Incompetence
- Unconscious Competence
- Conscious Incompetence
- Conscious Competence

Experienced Endoscopists
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

Set
- Preparation
- Assessment
- Align agendas
- Set Objectives
- Ground Rules

Dialogue
- Clear, consistent, concise, common
- Performance enhancing instruction
- Dual task interference – Cognitive overload

Closure
- Summary
- Performance enhancing feedback
- Take Home message
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:
  • Patient safety
  • Time management
  • Roles and responsibilities

• Stop means stop!
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!

BLEEP
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
- Pull back
- Aspirate
- Tip up
- Tip left
- Clockwise torque
- SLOW DOWN
- advance
- insufflate
- tip down
- tip right
- 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