

Balancing Patient Care and Teaching

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CORE Faculty Development

Learning Objectives:

- Discuss some of the Key Components of Balancing Patient Care and Teaching
- Identify and share individual strategies for maintaining a Positive Attitude
- Identify Essential Characteristics of Clinical Teachers
- Identify Time Management priorities and develop strategies for daily use

Key Components of Balancing Patient Care and Teaching

- Positive Mental Attitude
- Love of Teaching/Sharing Information
- Time Management/Other Demands/Ability to Establish Priorities

Positive Mental Attitude

The Hallmark of PMA is Courage

Courage:

- To be positive when stressed or under significant pressure
- To encourage, allow and stimulate self directed learning
- To identify learning needs that pertain to your own growth and development

Positive Mental Attitude

The Hallmark of PMA is Courage (Cont.)

Courage:

- To identify the learning needs/strengths/deficiencies of Trainees
- To Evaluate the strengths/deficiencies of Trainees
- To acknowledge "What I am doing makes a difference in the development of the Trainee"

Positive Mental Attitude

The Hallmark of PMA is Courage (Cont.)

Courage:

- To acknowledge that "My efforts do make a difference"
- To acknowledge that balancing patient care, teaching and other aspects of life is Not Easy

Positive Mental Attitude

“There may be little time and few ‘educational support services available. Nevertheless, [teaching can still take place]. The Objectives may be limited. The educational equivalent of ‘cure,’ teaching it all,’ may not be realistic. Instead, the educational objective may be to reassure the student or provide information.”

Source: Whitman, Weiss and Lutz. [The Chief Resident As Manager \(1993\)](#)

Positive Mental Attitude

Learning Task:

Identify the thoughts that propel or stimulate
Positive Thinking/Positive Attitude during the
day

(favorite quotes, favorite passages from
literature, statements regarding life's lessons)

****Please Share****

Love of Teaching/Sharing Information

Hallmark of Teaching is the Desire and Willingness
to Share

Principles of Medical Education:

- “The focus and first priority of medical-school education is the patient”
- “Learning is a thinking, problem-solving process that requires time”
- “Education requires evaluation procedures that correctly assess progress and competence”

Love of Teaching/Sharing Information

Hallmark of Teaching is the Desire and
Willingness to Share

Principles of Medical Education(Cont.):

“The profession of medicine demands at all
levels, specifically including that of
medical students[Interns and Residents],
the highest ethical conduct”

Source:Fritts. [On Leading a Clinical Department\(1997\)](#)

Love of Teaching/Sharing Information

“....every patient presentation and every encounter with a student [is] an opportunity to teach, even if the time- and hence the objective-is limited. As in patient care, every contact with a student or resident is an opportunity for assessment. Every patient encounter does not require a complete work-up, and neither does every student [Trainee] interaction. Thus, assessment and instruction can and should occur even when contact with a student [Trainee] is limited”.

Source:Whitman,Weiss and Lutz. [The Chief Resident As Manager \(1993\)](#)

Love of Teaching/Sharing Information

"I am a teacher at heart, and there are moments in the classroom[clinic] when I can hardly hold the joy. When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens up before us, when our experience is illumined by the lightning-life of the mind-then teaching is the finest work I know."

Source: Palmer. [The Courage to Teach \(1998\)](#)

Love of Teaching/Sharing Information

“Teaching, like any truly human activity, emerges from one’s inwardness, for better or worse.”

“Teaching and learning are critical to our individual and collective survival and to the quality of our lives.”

Source: Palmer. [The Courage to Teach \(1998\)](#)

Love of Teaching/Sharing Information

“....teachers possess the power to create conditions that can help students[Trainees] learn a great deal-or keep them from learning much at all. Teaching is the intentional act of creating those conditions, and good teaching requires that we understand the inner sources of both the intent and the act.”

Source: Palmer. [The Courage to Teach \(1998\)](#)

Love of Teaching/Sharing Information

Learning Task:

You have been asked to serve on a panel of distinguished clinical teachers to discuss clinical teaching. The audience is comprised of Residents. On behalf of the Residents, the moderator asks the question: "What are the Characteristics of Effective Clinical Teachers?" or "What Characteristics would we expect to see exhibited from an outstanding clinical teacher?"

Love of Teaching/Sharing Information

Your Response:

Characteristics of Effective Clinical Teachers

1.

2.

3.

10.

Time Management/Other Demands

Hallmark of Time Management is differentiating between "Big Rocks" and "Little Rocks" (Covey) or Differentiating between "Important" vs. "Unimportant" Tasks and knowing which ones should be done First

Time Management/Other Demands

Principles:

- There will never be enough time to do all of the things that we want to do or believe should be done
- Given a variety of limitations and variety of options, each of us have to decide how we will best use our time

Time Management/Other Demands

Four Time Management Clinical Teaching Practices

1. Planning

- "includes activities such as previewing the daily schedule and making patient assignments to the students[Trainees]before the work day begins"

2. Selecting Information

- "Many practitioners teach around a tightly focused medical history and physical examination. By this method students[Trainees] are directed to explore a limited aspect of the patient's history and physical examination...." (helps Trainees to "focus their time and education needs")

Time Management/Other Demands

Time Management Practices (Cont.)

3. Teaching On The Run

- "Can take place in convenient niches of time"
 - * "Between appointments"
 - * "On the way to or from house calls, the hospital, emergency room, or special services"
 - * "At the beginning or end of the work day"
 - * "During lunch"

Time Management/Other Demands

Time Management Practices (Cont.)

4. Relying On Office Staff

- "encourage staff to participate in the teaching process."
- "learning can take place from the office manager, nurse manager, nurses, secretary, other clinical staff"

Source: Deutsch and Dietzen. Community-Based Teaching (1997)

Time Management/Other Demands

Learning Task:

Each day you are responsible for juggling/balancing many tasks/interests. Identify as many "Big Rocks" as possible:

- Patient Care
- Teaching
- Administrative Duties
- Family



Time Management/Other Demands

Tasks/Interests (Please add to the list))

-

-

-

-

-

****Please Prioritize All of the Above****

Tips: Balancing Patient Care and Teaching

- “Input” to engage or do things requires “Output” from oneself
- Avoid the “explosion” that comes from stress
- Develop effective strategies to deal with stress and the many daily demands
- “Focus on priorities” (“Become a good priority Manager”)
- Learn to “Delegate”
- “Set aside time for self”

Source: William Fraser, D.O

Tips: Balancing Patient Care and Teaching

- "The clinic is where the best teaching takes place"
- Learn to "make time for family"
- "Set aside protected time-if possible"
- "Combine family vacation with medical conference attendance"
- A key to success: "Time Management"

Source: James Perez, D.O.

Tips: Balancing Patient Care and Teaching

- " A person has to have a desire to teach"
- " Desire to give back to the profession"
- " Must be willing to be a Mentor"
- " Must have the appropriate 'mind set' "
- "Have a sense of Commitment"
- Patient care and Teaching "forces" good time management practices

Tips: Balancing Patient Care and Teaching

- "The way in which a person becomes successful is to help others to become successful"
- "The more effective you can cause Trainees to be, the more time it saves you"
- "Advise Trainees of the Expectations at the beginning of the rotation"

Source: Henry Wehrum, D.O.