

# 臨床教學方法與回饋技巧

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# 課程目標

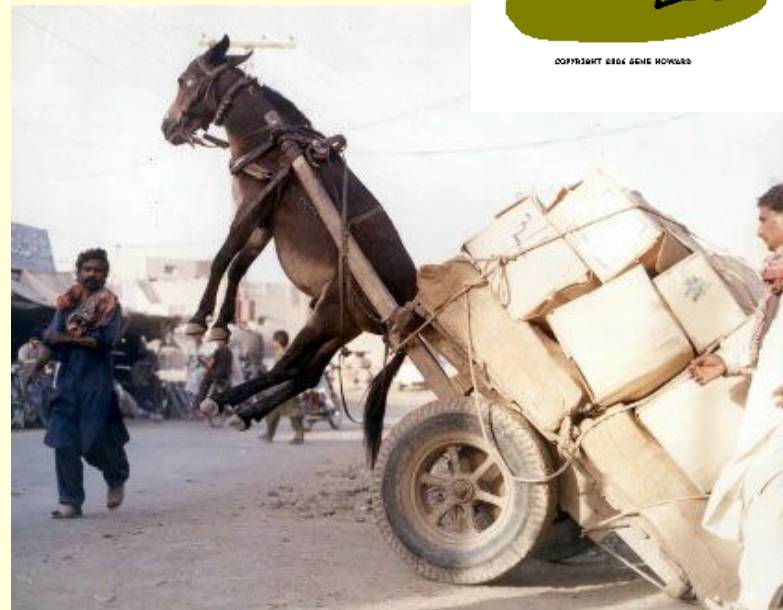
- 為什麼要學”如何教學”？
- 什麼是好的教學方法？何謂以學習者為中心的教學？
- 什麼是好的回饋技巧？

# 教學醫院的職責

- 教學補助費用/教學醫院評鑑
- 社會的期待
- 醫學生/住院醫師的期待

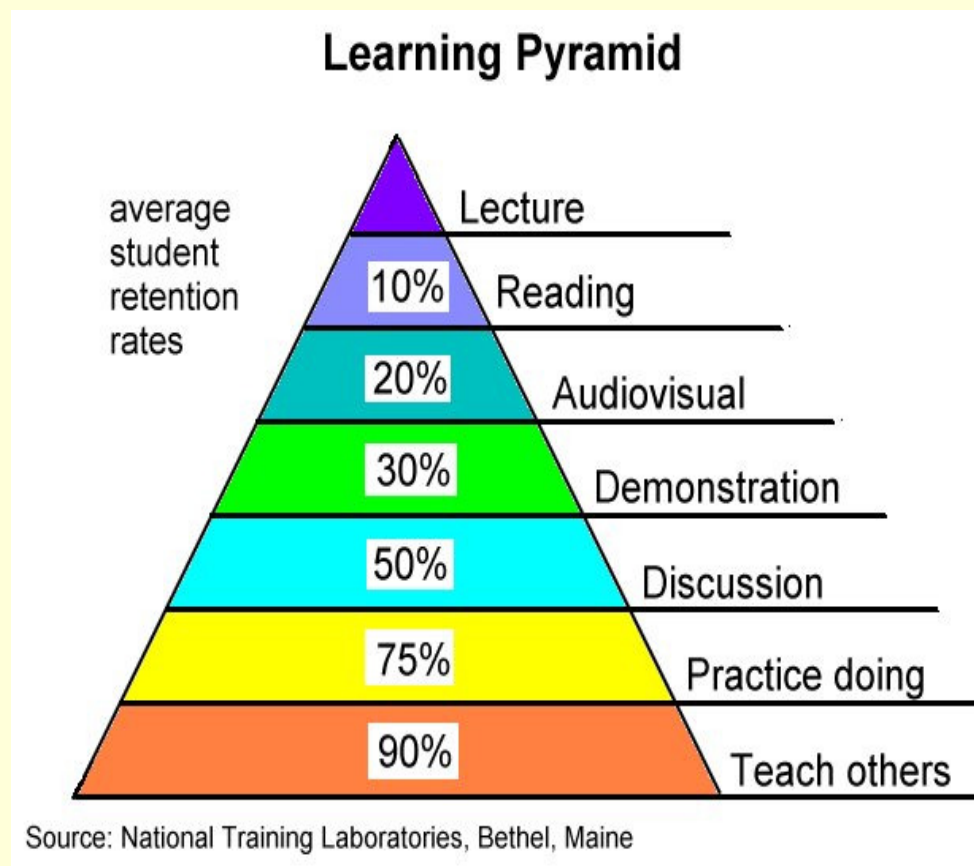
# 臨床教師面臨的挑戰

- 臨床工作、研究工作、行政工作
- 病人隱私、病人安全→越來越少臨床的教材及教學機會
- 知識爆發



# 教學相長

- 《禮記·學記》  
雖有嘉肴，弗食，不知其旨也；雖有至道，弗學，不知其善也。是故學然後知不足，教然後知困。知不足，然後能自反也；知困，然後能自強也，故曰「教學相長」也。



# 醫療專業人員是天生的教師？

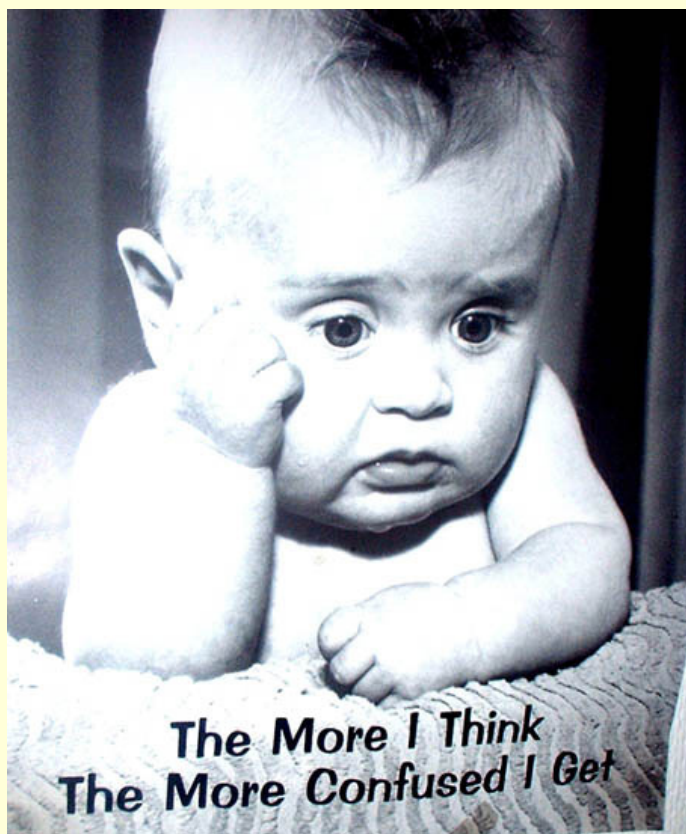
Healthcare professionals educate their patients, students and colleagues as an integral part of their professional lives, **yet**.....

education is typically **not** addressed during any part of their training

Elizabeth Armstrong, Harvard Medical International

# 缺乏（教學）知識與技巧

- 缺少教學方法、回饋技巧
- 評估能力



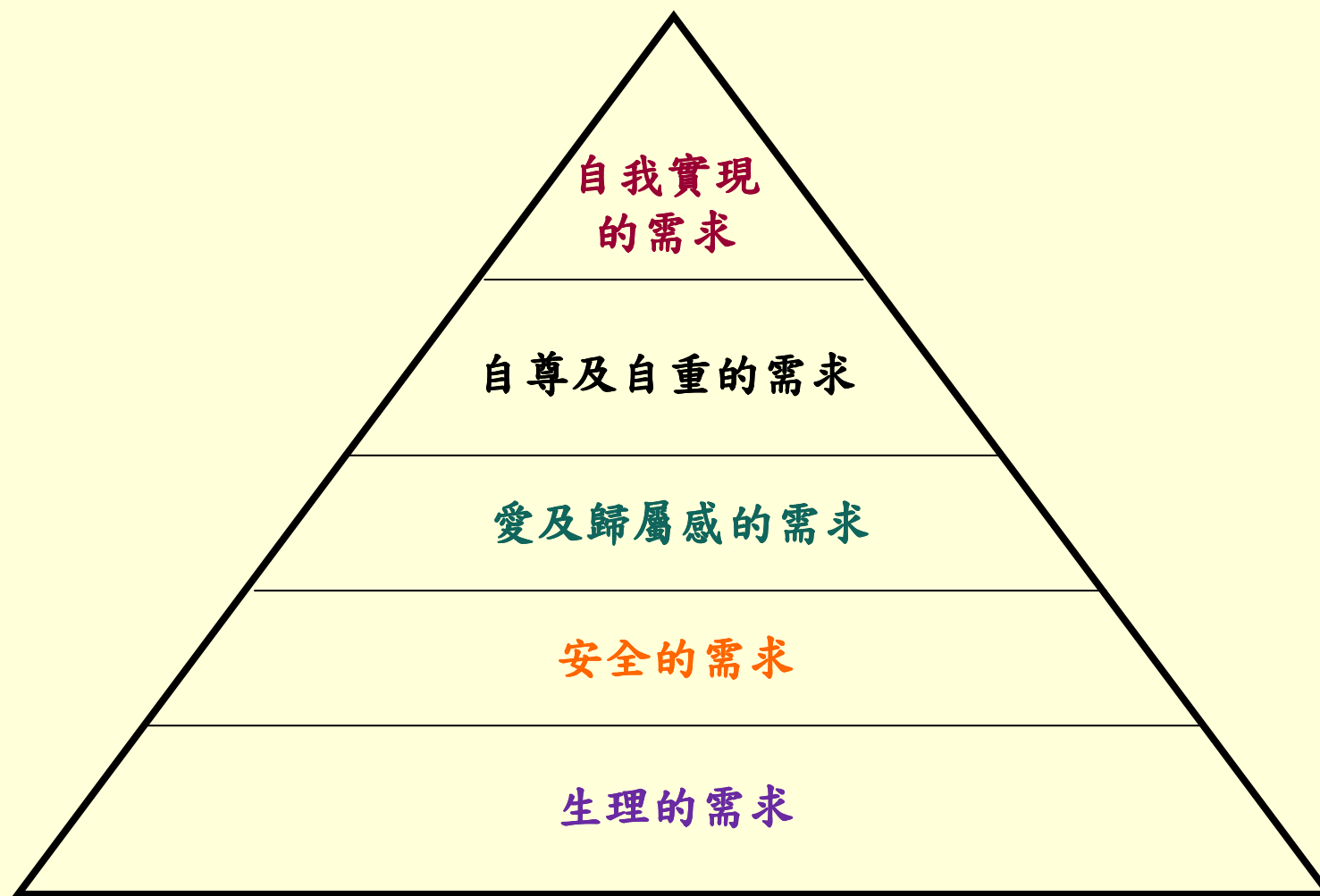


# 以Learner's Need為中心的醫學教育

- 以未來要擔任一位好醫師有什麼需求，以此為目標去設計發展和執行教學課程
- 教師應充分明瞭目的是在使學生學到東西，而非展示教師自己知道什麼東西
- 雙向的引導取代單向的灌輸
- 成果導向而非僅僅結構過程導向



# 學習需求



Maslow 需求層次論1970

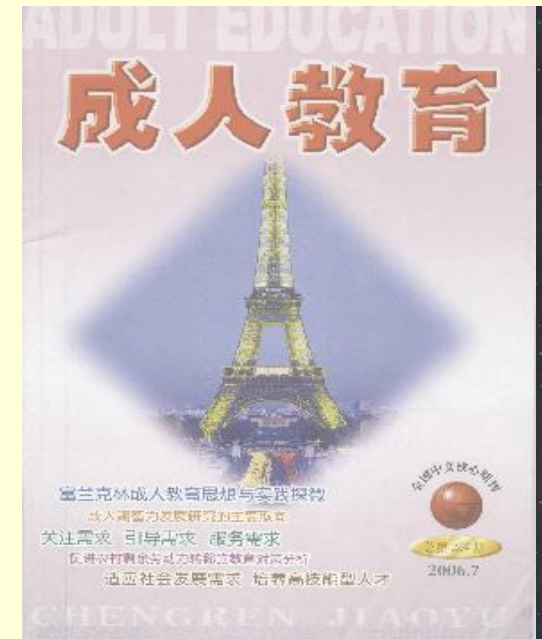
## Matching learner stages to teaching styles<sup>3\*</sup>

		Teacher styles		
		Authority	Motivator/ facilitator	Delegator
Learner stages	Dependent learner	Match		
	Interested learner		Match	
	Self-directed learner			Match

\* Adapted from Grow.<sup>4</sup>

# 成人學習的特色

- Personal motivation
- Meaningful topic
- Experience-centered focus
- Appropriate level of knowledge
- Clear goals
- Active involvement
- Regular feedback
- Time for reflection



- Set（設計）：what you need to think about beforehand
  - 時間、空間、教學的主題、隱私、安全性/舒適性、體力/專注力
  - 注意學習者是否忙碌、疲勞、飢餓？學習者的學習背景？學習場所是否適合、安全？病人是否受尊重？
- Dialogue（互動）：what happens during the event
  - Attention span of an adult: 10~15 mins
  - 眼神接觸、稱呼、案例討論、操作練習、回饋討論、發問
- Closure（結論）：how you finish off
  - Take home message
  - Self-directed learning and future learning

# 問問題時的好習慣

- 稱呼對方
- “Pose, Pause, Pounce” Technique
- 忍受沈默
- 讓大家都參與
- 提供一個支持性的環境跟氣氛
- 預期未知的尷尬狀況
- 面對程度不同的學員

# Good teachers

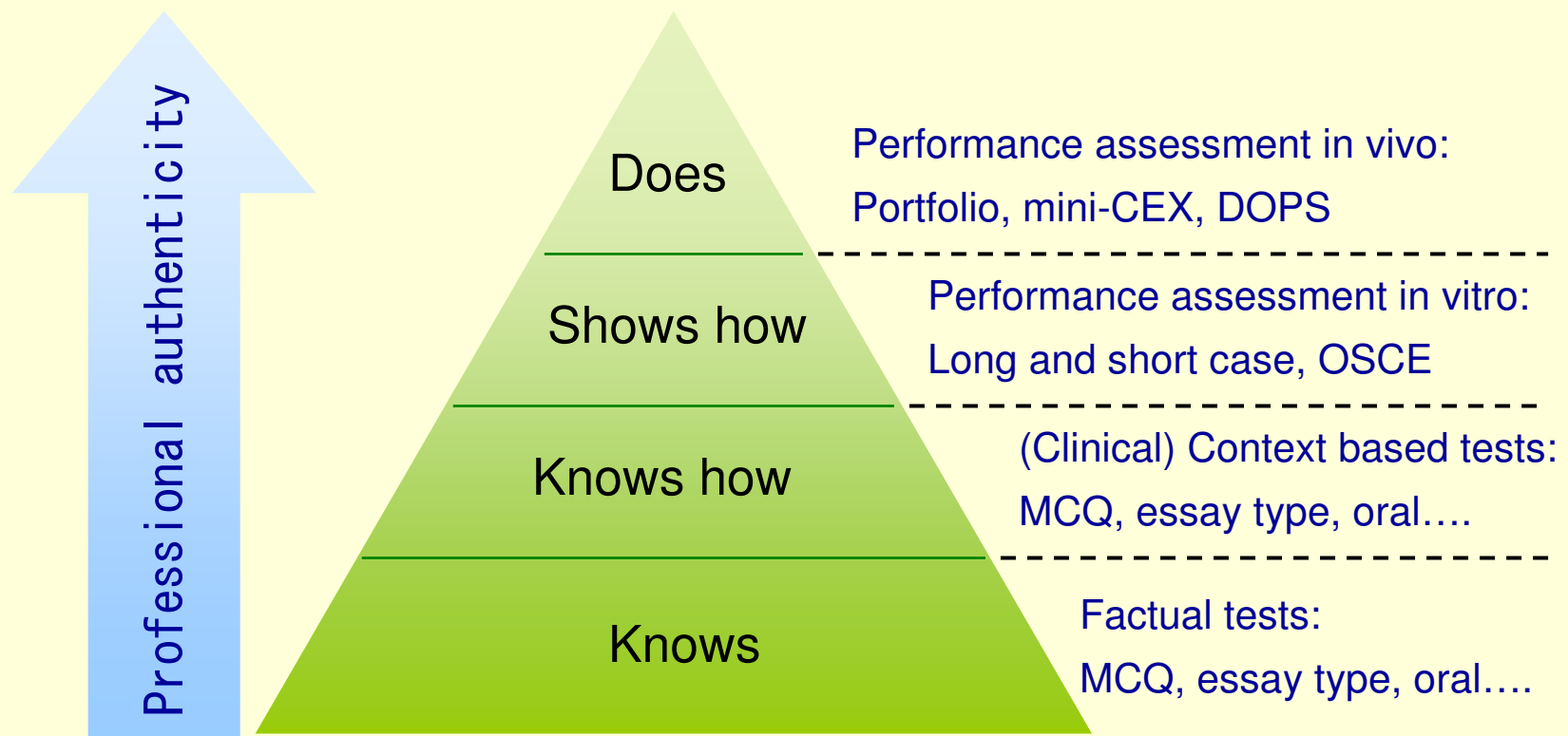
- Teaching abilities
  - Presentation
  - Enthusiasm
  - Stimulation of interest
  - Interaction skill
- Doctoring qualities
  - Competence
  - Clinical knowledge
  - Analytic ability
  - professionalism

# 評量(Evaluation)/教學(Teaching)

- 發展式評量(Formative Evaluation) 回饋
  - 隨時隨地
  - 改善學員的表現→以學習者為中心
- 總結式評量(Summative Evaluation) 考試
  - 在課程一個段落
  - 評估學員的能力



# Miller's Pyramid for Teaching and Assessing Clinical Competence



Miller GE. The assessment of clinical skills/competence/performance.  
Academic Medicine (Supplement) 1990; 65: S63-S67.

## 好的回饋需要…

- Adequate time
- Clear goals and outcomes
- Direct observation of learners
- Skills of feedback

# 回饋常遇到的問題

- （只有）判斷性的回饋
- 空泛不具體的回饋
- 只回饋負面的
  - 聆聽、尊重
  - 製造舒服安全的教學環境

# 回饋四法寶--STDS

- 特定性(Specific)
- 及時性(Timely)
- 描述性(Descriptive)
- 三明治(Sandwich)

# 特定性(Specific)

- 具體客觀的描述，讓學員知道如何增進能力
  - 用語言
  - 用影像
  - 自己示範
  - 再做一次

# 及時性(Timely)

- 學員有較高的學習意識  
→ 學習成效好
- 可以互相回饋  
→ 引導思路及醫療決策能力

# 描述性(Descriptive)

- 應該用描述性的回饋，避免單純判斷性的、評價性的回饋。
- 溝通技巧的回饋避免用好、壞、對、錯等字眼；因為溝通技巧沒有「好」、「壞」，只有比較適當或比較不適當



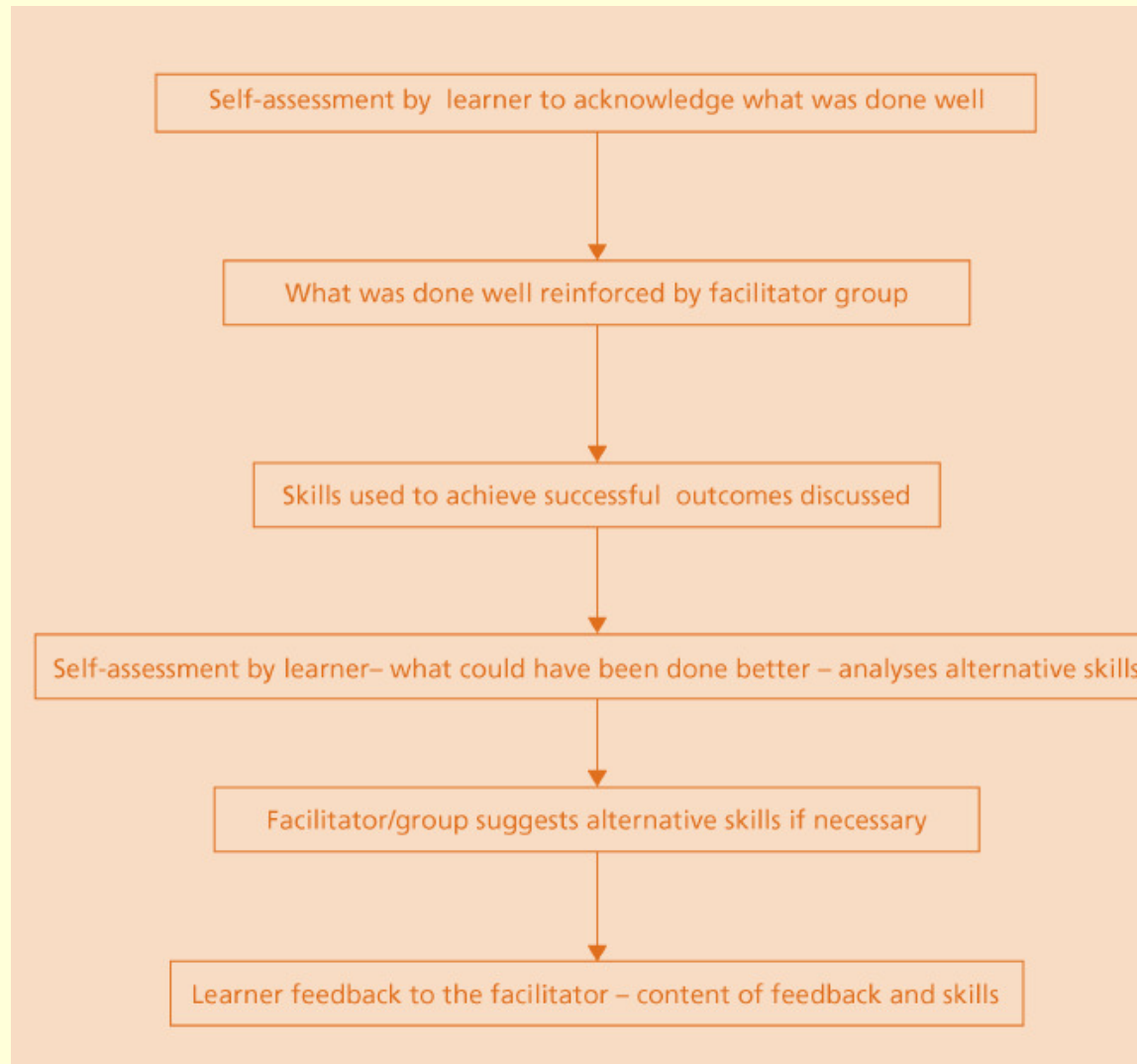
# 三明治(Sandwich)

- 優缺點併陳
  - 哪裡做的適當
  - 哪裡做的不適當
  - 下次該怎麼做/類似的狀況該怎麼做
- 同理心
- 學習欣賞學員的優點

## 回饋四法寶--STDS

- 特定性、具體的內容→避免空泛的評價
- 及時性→提供及時有效的回饋
- 描述性的內容→避免判斷性的言語
- 回饋三明治→先從正向的回饋做起

# 回饋技巧model – Pendleton's rules



學員自我評估表現良好之處

老師加強其表現良好之處

討論表現良好所需之技能

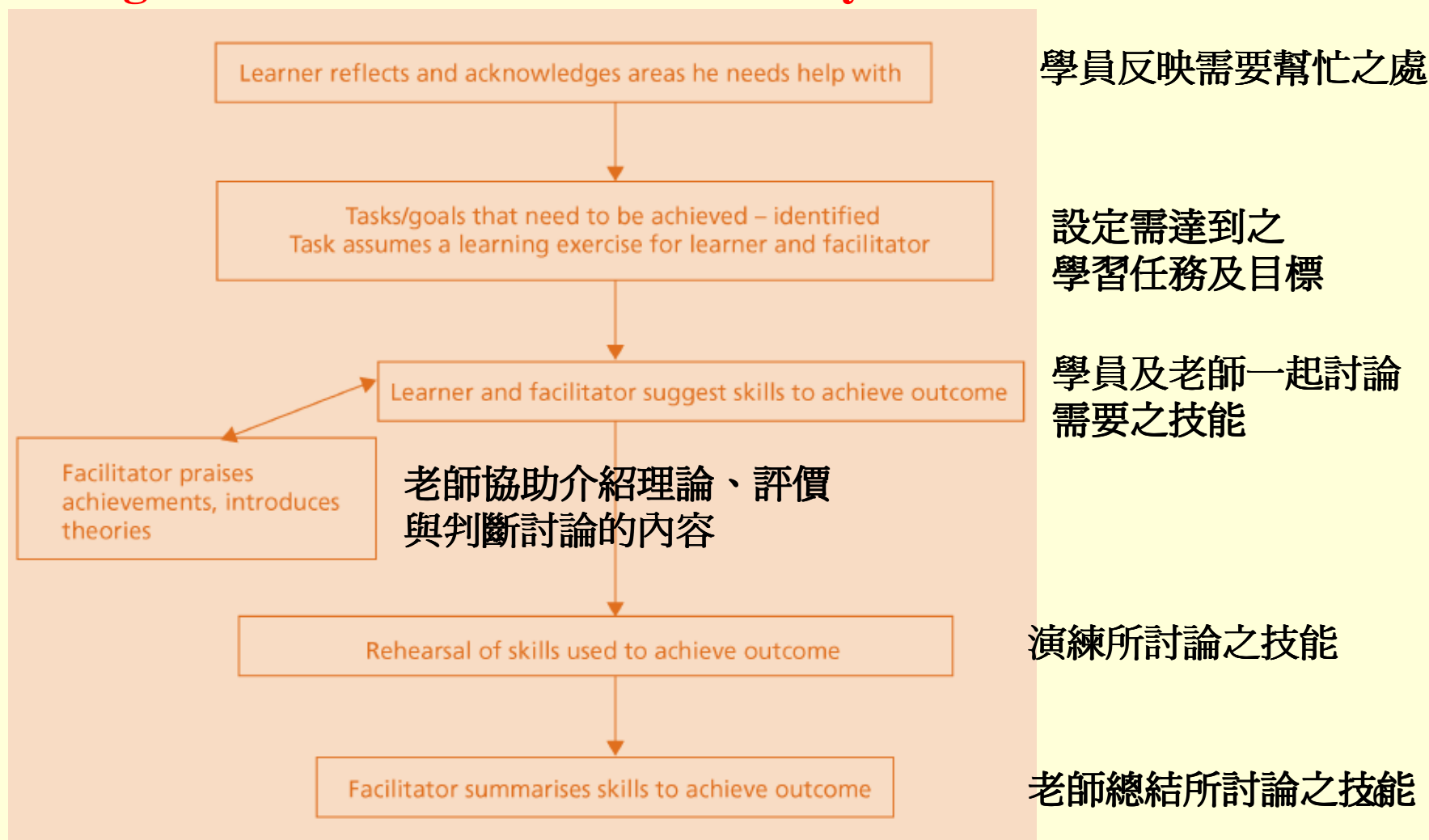
學員自我評估可改善之處  
並分析其他的作法

必要時老師建議可行之作法

學員回饋老師

# 回饋技巧model – ALOBA principles

## Agenda-Led Outcome-Based Analysis



# 回饋技巧基本原則

環境與氛圍

引導與誘發

診斷與回饋

改善計畫

應用

回顧與確認

Table 2. Feedback Model

Intention	Technique	Example of Behavior
<i>Orientation and climate:</i> prepare person for session	Inform person ahead of time. Select appropriate time and location. Provide relaxed, respectful atmosphere. Explain/negotiate agenda.	Let's make an appointment to review your performance. What are your goals for this rotation/ clerkship? Remember the stated expectations for this procedure?
<i>Elicitation:</i> ask person for self-assessment	Ask what was done well and what could be improved. Ask how person felt. Use open-ended questions.	How do you think it went? What was done well? What could be improved?
<i>Diagnosis and feedback:</i> decide where person needs to improve and how much feedback is appropriate; give reinforcing and corrective feedback	Offer your response to observations of specific behaviors, approach, or style. Give your reasons in the context of well-defined shared goals.	When you did/said . . . , I was . . . (pleased, relieved, concerned, annoyed, upset), because . . .
<i>Improvement plan:</i> develop specific strategies for improvement	Invite person's suggestions. Give your suggestions. Suggest articles, consultations. Teach (discuss, demonstrate, coach).	What could you do differently? This is my suggestion . . . Where will you get help? Let's reframe this problem. Let's talk about this.
<i>Application:</i> apply strategies to real situation	Apply planned improvements to current or future problems.	What will you do next time? Show me!
<i>Review:</i> check person understands and agrees with what has been discussed and negotiated	Person reviews his/her behaviors needing change. Specify consequences.	What do you do well? What changes will you make? By when? What if you don't?

# 臨床教育進行回饋的五大步驟

- Get a commitment (a plan)→設定教學目標
  - 讓學員先抒發己見，瞭解學習需求，設定教學目標
- Probe for supporting evidence→探索證據支持
  - 透過開放式的問題，瞭解學員的思路
- Teach general rules→教導一般性原則
  - 原則性教學，訓練分析思考能力
- Reinforce what was done right→正向回饋強化
  - 強調作對的部分，並且分析其原因
- Correct mistakes→改正缺失
  - 提出缺失，並提供解決方案

## 5 Microskills

