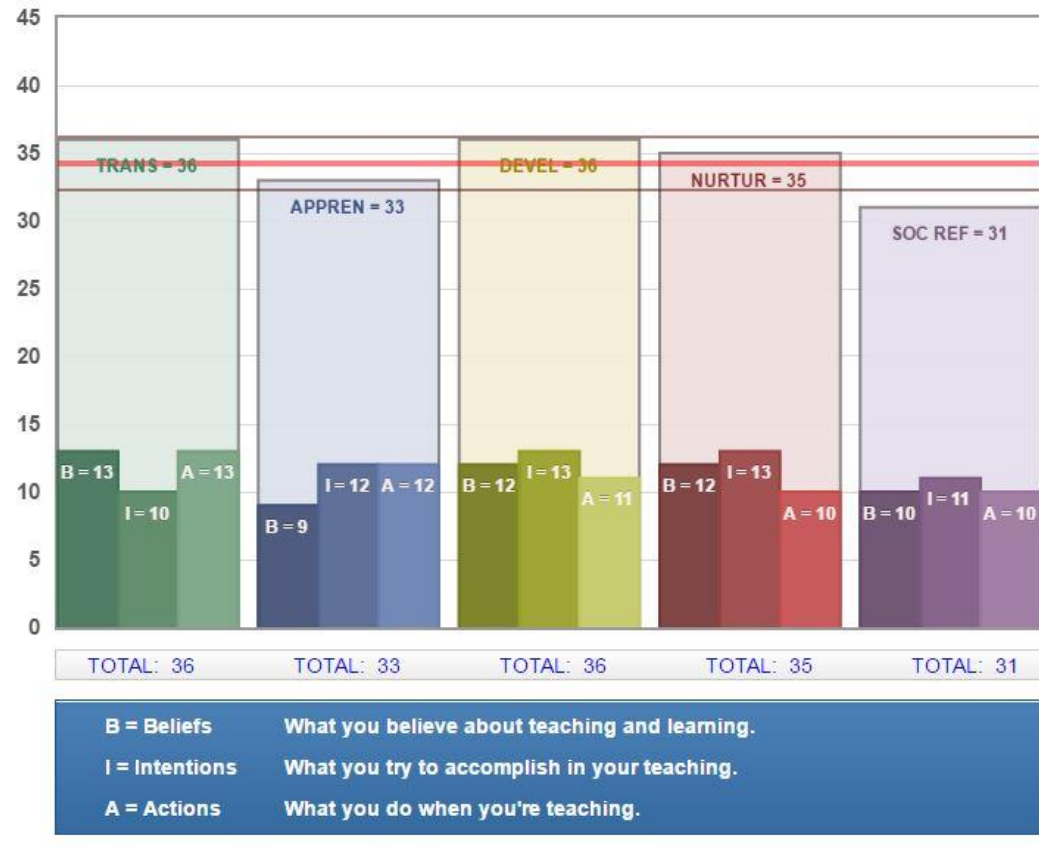


Clinical Teaching Perspectives: What Are Your Colors?



Patricia Stubenberg, PhD, MPH, CHCP

Presentation Objectives

At the conclusion of the presentation, participants will be able to

1. Discuss the importance of reflective practice in clinical teaching.
2. Demonstrate key features to identify teaching perspectives using an online inventory tool.
3. Evaluate how the Teaching Perspectives Inventory (TPI) can help in understanding views on instructional goals.
4. Evaluate opportunities to utilize teaching inventories in advancing medical education and clinical teaching.



“One can think reflectively only when one is willing to endure suspense and to undergo the trouble of searching.”

~ Dewey

Reflection



“The learning that results from reflection is meaningful and memorable, although at times the process is somewhat painful.”

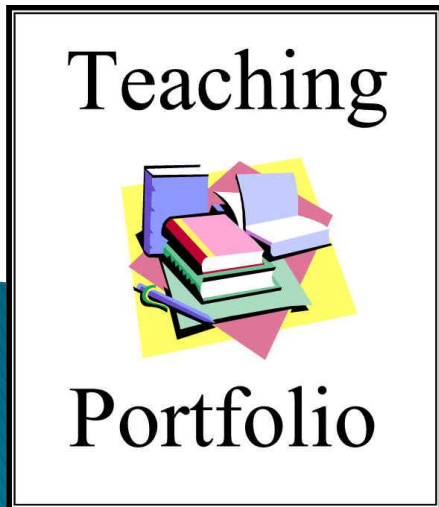
~ Levett-Jones, 2006

Reflection




“There is a call for teachers of adults to be critically reflective in their practice of teaching”

– Pratt & Collins



Reflective Practice in Clinical Teaching

- Valuable teaching techniques
- Adult learning principles
- UME  CME
- Better patient care

Reflection



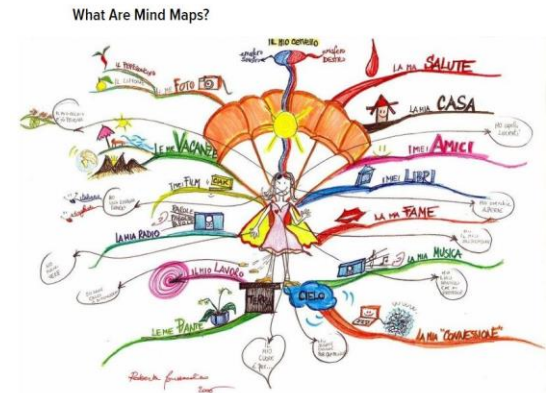


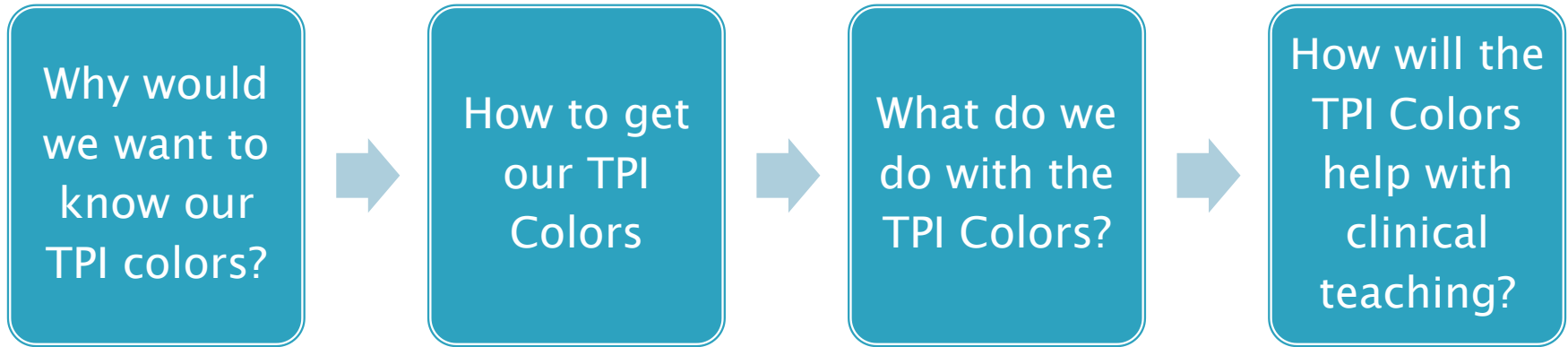
Reflection



Critical Reflection

- ▶ Journal writing
- ▶ Question and answer writing
- ▶ Mind maps, word associations
- ▶ Drawings, cause and effect diagrams
- ▶ Talking with a trusted colleague
- ▶ Teaching Portfolio
- ▶ Teaching Philosophy Statement
- ▶ **Teaching Inventories**





TPI – Teaching Perspectives Inventory

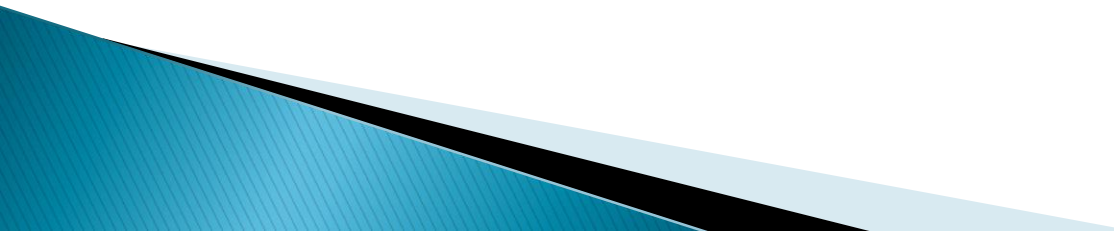
Why would we want to know
our TPI Colors?

Critical Reflection & the TPI

- ▶ The TPI can be used in aiding self-reflection.
- ▶ The TPI gives direction to the process of critical reflection by providing a baseline of information.
- ▶ The TPI helps teachers articulate own beliefs about learning, knowledge, and social role in instruction.

Quiz Question #1

Which of the following phrases best describes the role of Teaching Inventories:

- A. Increases knowledge of teaching
 - B. Increases competency in teaching
 - C. Increases interaction in teaching
 - D. Increases self-reflection in teaching
 - E. Increases facilitation in teaching
- 

The TPI

- ▶ 45– item inventory, five–point scale used to measure teaching views
- ▶ Self–directed, systematic, objectified, 20 min
- ▶ Five operationalized domains (validated–factor analysis, internal reliability– $>.80$)
- ▶ Online, print results
- ▶ Interpretive paragraphs

Why would We Want to Know our TPI Colors?

- ▶ Gain teaching insight
- ▶ Can use strategies from each perspective
- ▶ Collect thoughts and summarize ideas
- ▶ Examines your own teaching (comfort zone)
- ▶ Clarifies the teaching views of others
- ▶ Seek out teaching partners with complementary gifts.
- ▶ Recognize existence of different learning styles

Quiz Question #2

How many operational domains does the Teaching Perspectives Inventory have?

- A. 2
- B. 3
- C. 4
- D. 5
- E. 6

How to get our TPI Colors

Five Perspectives (Domains) on Good Teaching

Transmission

Content Focused

Apprenticeship

Skilled Performance

Developmental

Bridge Knowledge

Nurturing

Supportive

Social Reform

Challenge Status Quo

BELIEFS – What do you believe about instructing or teaching?

To be an effective teacher, one must be an effective practitioner.



INTENTIONS – What do you try to accomplish in your instruction or teaching?

I expect people to master a lot of information related to the subject.



ACTIONS – What do you do when instructing or teaching?

I ask a lot of questions while teaching.

When taking the TPI focus on:

1. One group of learners
2. One subject area
3. One particular setting

Take the TPI *It's Free!*

[Chinese](#)[English](#)[Spanish](#)[Arabic](#)[French](#)[German](#)[Hebrew](#)[Lithuanian](#)[Mongolian](#)[Philippino](#)[Portugese](#)[Russian](#)[Samoan](#)

Summarize Your Views and Perceptions about Teaching

Why Take the TPI?

The "Five Perspectives" Book

What Are the 5 Perspectives?

Reflecting on TPI Results

**Five Perspectives
on Teaching:**

**Mapping a Plurality
of the Good**

Transmission

Apprenticeship

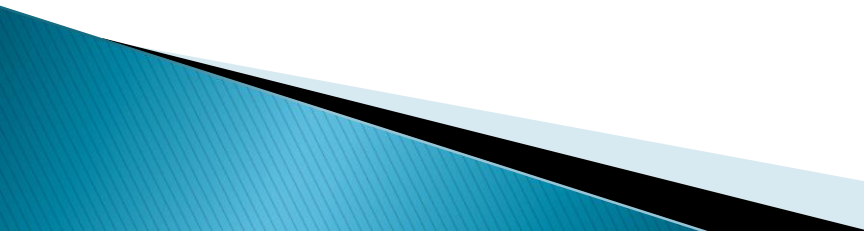
Developmental

Nurturing

Success Patterns

Quiz Question #3

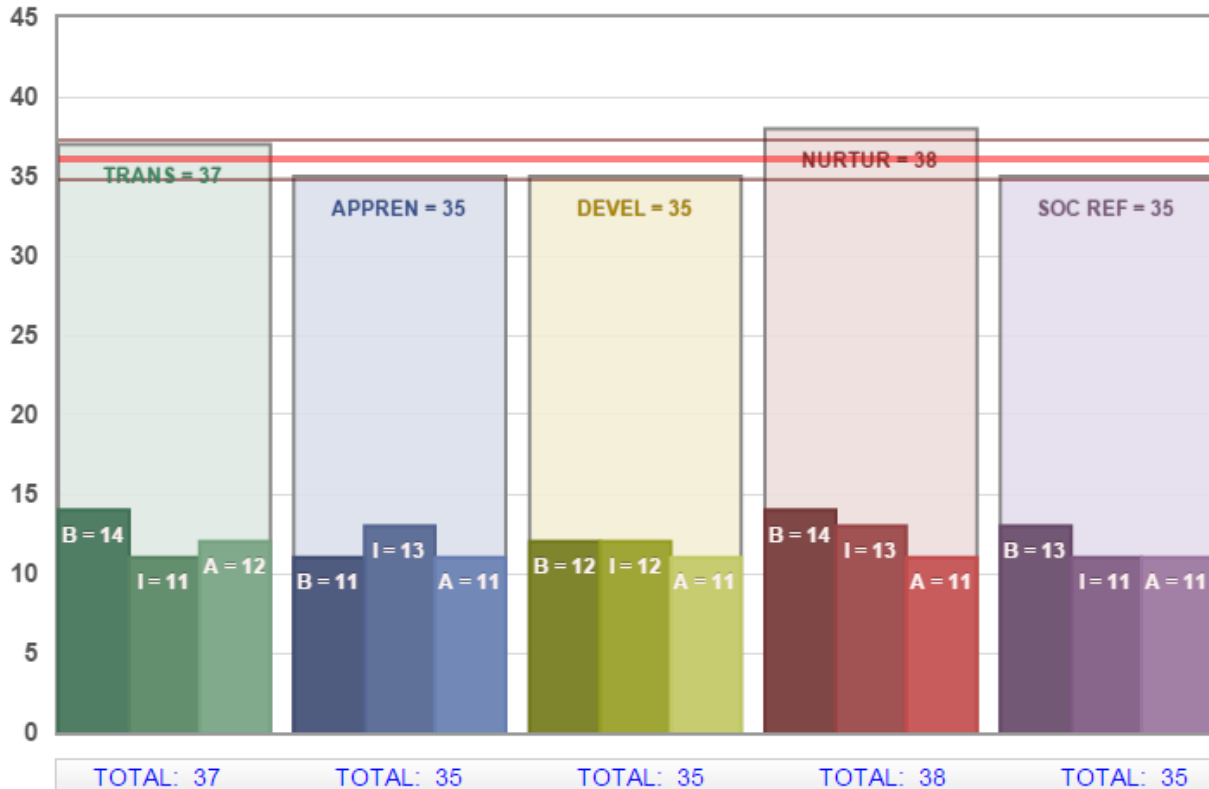
Which of the following best describes high internal consistency on the Teaching Perspectives Inventory:

- A. Sub-scores within one or two points of each other
 - B. Sub-scores within five to six points of each other
 - C. Sub-scores in agreement with Recessive Perspectives
 - D. Sub-scores in agreement with Dominant Perspectives
 - E. None of the above
- 

What do we do with the
TPI colors?

TPI Profile Sheet

Thank you for taking the TPI. Your results are represented on the graph below. For information on how to interpret your results, please see the [Interpretation page](#)



Perspective totals on or above this line are **DOMINANT** for you.

Mean: 36
SD: ±1.26

Perspective totals on or below this line are **RECESSIVE** for you.

Examine
Identify
Compare

B = Beliefs What you believe about teaching and learning.
I = Intentions What you try to accomplish in your teaching.
A = Actions What you do when you're teaching.

Reflecting on Your TPI Results

(in clinical teaching)

1. Review the summary paragraphs
2. Examine your profile sheet
3. Note the height and range of your overall scores
4. Check the differentiation among your perspectives
5. Identify your dominant, back-up, and recessive perspectives
6. Check and examine internal consistency
7. Look for consistency across perspectives
8. Self-Corroboation
9. Peer/Professional validation

Quiz Question #4

Which Teaching Inventory Perspective best describes “Bridging Knowledge”?

- A. Transmission
 - B. Apprenticeship
 - C. Developmental
 - D. Nurturing
 - E. Social Reform
- 

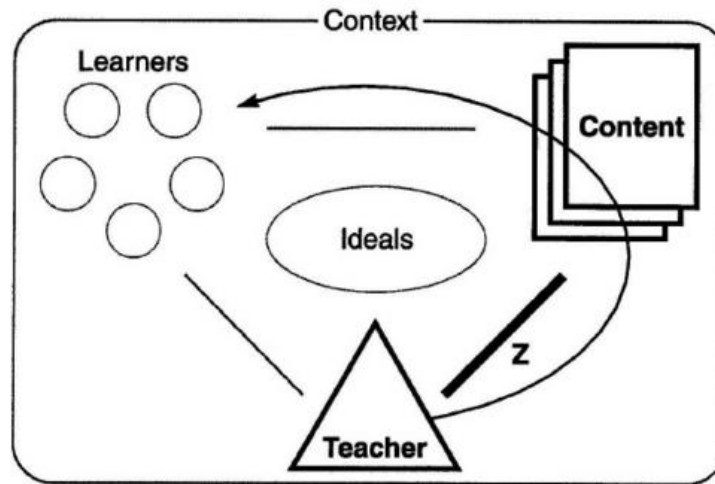
How will the TPI colors help
with clinical teaching?

Example 1:

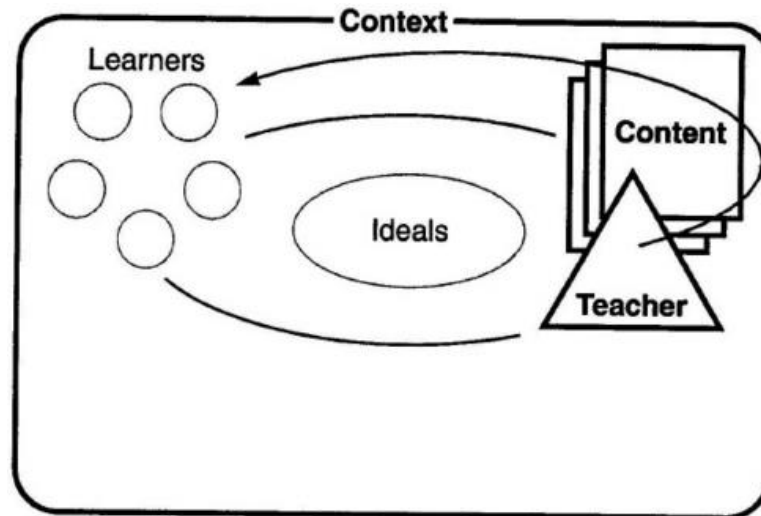
Plastic and Reconstructive Surgery: Teaching Plastic Surgery from Different Perspectives (Cable, Plast Reconst Surg, 2012)

- ▶ Used 5 domains from TPI (Instructors)
- ▶ Hypothetical 3rd yr, 1-week selective
- ▶ Scheduled 1-day w/each of 5 instructors

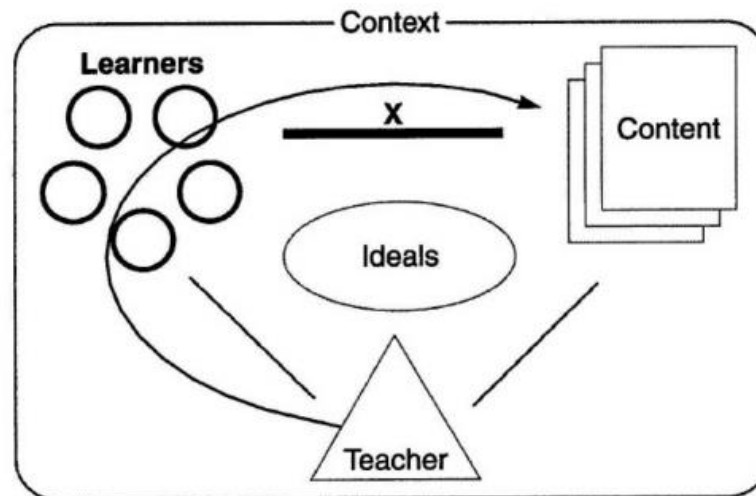
Day One Dr. Chen: Transmission–wound healing through assigned readings, short talks and post–op rounds (basic principles/foundational) conveyed in concise, organized manner. High yield information



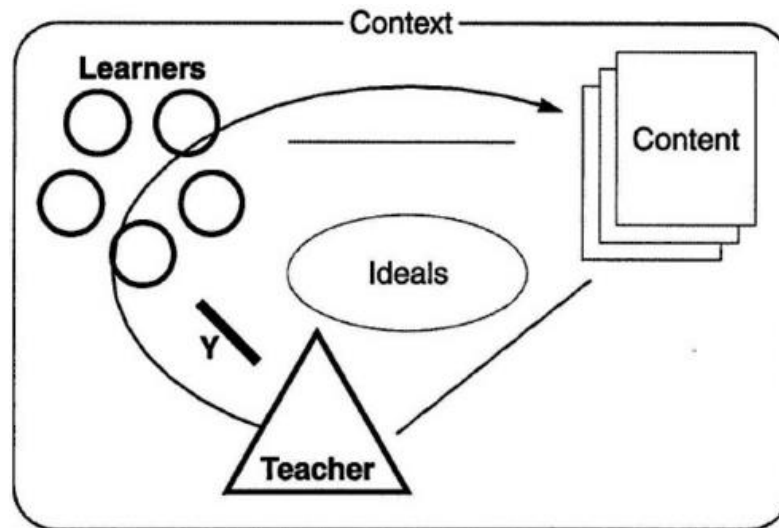
Day Two Dr. Browning: Apprenticeship–problem solving on a burn scar case, experience, observation, clinical tasks to perform, context is the teacher (apprenticeship model dominant in surgical ed.)



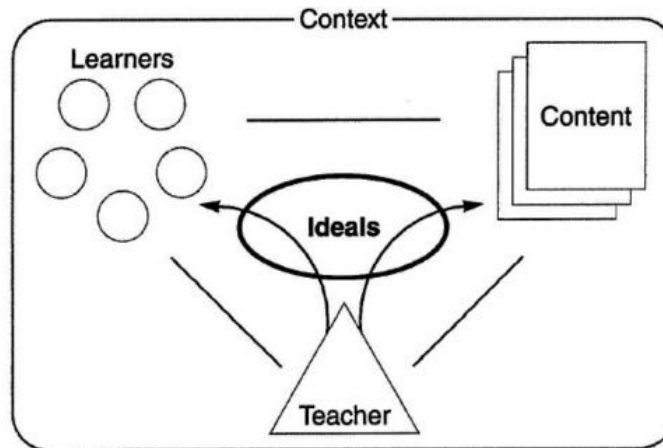
Day Three Dr. Sanchez: Developmental–Mohs reconstruction, build on knowledge of wound healing, procedural thinking rather than facts, explain rationale of using reconstructive “flaps,” learner empowerment.



Day Four Dr. Corning: Nurturing –Microsurgery.
Thursday evening journal club, work–life
balance, balance between challenging and
supporting learner, feedback is key.



Day Five Dr. Welsh: Social Reform –Operation Smile volunteer. Social work connection, strong convictions in addressing broader social issues, cleft repair should be accessible to all children in the world, inspire the learner.



Example 2:

Using the TPI in Athletic Training Education to Improve Teaching and Learning Strategies (Lowry, Athletic Training Ed Journal, 2011)

An athletic trainer educator with a dominant “Transmission” perspective could invite an orthopedic surgeon to speak about surgical repairs to the ulnar collateral ligament so course content can be put into context to increase student mastery of concept and to maximize impact as teacher.

An athletic trainer educator with a dominant “Apprenticeship” perspective would assess psychomotor skills in a simulated clinical setting through guidance and feedback or have students fabricate splints for patients after demonstrating the technique.

An athletic trainer educator with a dominant “Nurturing” perspective would create group discussions, higher order questioning, in class and encourage active, self-directed participation in order to develop confidence and mastery of the content.

The Value of the TPI in Clinical Teaching

- ▶ Promotes learner-centered instruction
- ▶ Encourages instructors to look beyond a one-size-fits-all approach
- ▶ Provides a well-articulated basis from which to justify and defend approaches to teaching when under review or evaluation (Pratt & Collins, 2001)
- ▶ Strategic planning
- ▶ Program requirements

Quiz Question #5

Self-reflective instruction promotes student-centered learning.

- A. True
- B. False

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