Clinical Teaching Perspectives: What Are Your Colors?

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

~ Levett-Jones, 2006
“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
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
Why would we want to know our TPI colors?

How to get our TPI Colors

What do we do with the TPI Colors?

How will the TPI Colors help with clinical teaching?

TPI – Teaching Perspectives Inventory
Why would we want to know our TPI Colors?
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.
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
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
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.

**Sample TPI #1**

- **Total:** 37
- **APPREN:** 35
- **DEVEL:** 35
- **SOC REF:** 35

**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.

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.
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-Corroboration
9. Peer/Professional validation
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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TPI http://www.teachingperspectives.com/tpi/