

# Pharmacovigilance teaching

How to help others learn

*A presentation by*

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# What are the characteristics of great teachers and presenters?



# What are the characteristics of bad teachers and presenters?





**Not  
this!!**





**But this!!**





# PV teaching challenges

- Subject matter
  - Your list
- Audience
  - Who are your students?



# Brilliant teachers and presenters...

- Show commitment (passion even)
- Confidence
- Thinking skills
- Verbal and non-verbal skills
- Empathy and connection with audience
- Always learning
- *Are performers with the gift of theatre*







# Verbal Skills

- Language
  - Clear
  - Simple
  - Appropriate
  - Common
- Avoiding jargon
- Illuminating complexity



# Non-verbal Skills

- Physical presence
- Tone, rhythm, pace
- Gestures
- Control of distracting behaviour
- Humour
- Eye-contact
- Visual aids, activities
- Room layout



# Understanding the audience

- Who are they and what do they want to achieve?
- What is the condition of their lives?
- What sense do they make of the context of learning?
- What are their given or preferred methods of learning? [Everyone is different]
- How can they be stimulated and engaged?



# Audience characteristics

- Committed
- Willing
- Resentful
- Sceptical
- Hostile
- Indifferent
- Anxious
- Unknown
- Supportive
- Naïve
- Knowledgeable
- Challenging
- Large/small
- Mixed/coherent
- Language



# Connection with Audience

- Empathy
- Feedback – implicit/explicit; continuous
- Using existing knowledge and experience
  - Building on responses
- Benefits
  - Real sense of progress
  - Relevance
  - Engagement and personal development
  - ‘Feel-good factor’

**Making  
connections**





# ...the common absurdity

- Reading verbatim to a live audience material prepared and written for print (or prepared for the last five years' courses)



- Teaching and presenting are **performance arts**, not academic exercises



# Purpose:

**To establish new knowledge or skills; to encourage critical thinking or efficient, reflective practice**

- Teaching
- Informing
- Influencing
- Co-opting
- Training
- Instructing
- Entertaining
- Inspiring
- Manipulating
- Deceiving



- **Good teaching is an interactive engagement with a willing audience and a common purpose**
- **Effective learning is a dynamic, internal process driven by desire**



# Location & Environment

- Critical impact on psychology
- Room layout
- Room history
- Temperature
- Facilities (space/technical)
  - Screen size and height
  - Acoustics
  - Intrusive noise



# Timescale

- Timetable
- Length of session
- Audience attention span
  - Memory/seeing/hearing/doing
- Breaks
- Timekeeping





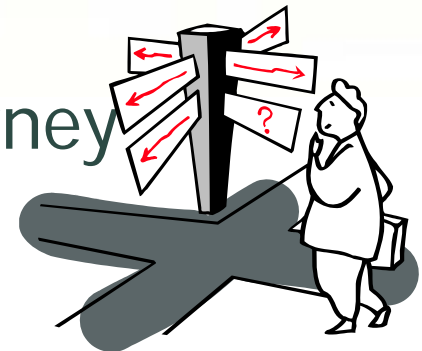
# Method

- Straight lecture/presentation
- Lecture with question times
- Questions at end
- Interruptions permitted
- Workshop
- Break-out (syndicate) groups
- Interactive building of content
- Visual aids
- Ice-breakers/games



# Structure

- Structure and direction not visible as on printed page; provide signposts
- Lectures/presentations: verbal, linear = fragile
- Make destination and path clear (map)
- Provide signposts along the way
- Plan, describe and complete the journey



# Support resources...1

- Visual aids where possible
  - Extend range of sensory stimulation
  - Reinforce verbal content
  - Make complex issues clear
  - Continuous or intermittent?
- Text size and quantity
- Video clips
- Role plays

**Students  
remember  
pictures and  
activity  
more than  
words**



# Support Resources...2

- Notes or handouts beforehand
  - May assist understanding/note taking
  - May distract
- Notes afterwards
  - Reinforce learning
  - Avoids need for note-taking
- Visual memory is stronger than verbal memory



# Support Resources...3

- Exercises and briefings
- Demonstrations
- Rehearsal/practice of skills and tasks
- Hands-on practice
- Other objects or articles
- Test and rehearse





# Evaluation & Follow-up

- Always seek feedback at the time if possible
- Seek feedback about longer-term effects of teaching or presentation
  - Did the effects last?
  - If not, why not?
  - What needs to be done differently?



# Troubleshooting...1

- Running out of time
  - Edit material on the hoof
  - Refer audience to notes
  - Leave time for summary and questions
- Hostile or unresponsive audience
  - Acknowledge audience feelings
  - Negotiate/seek concessions
  - Engage and understand
  - Modify or abandon script



# Troubleshooting...2

- Persistent interruptions
  - Appreciate the interest being shown
  - Negotiate, engage or postpone
  - Promise time for debate
- Audience members talking
  - Review own performance and audience state of mind
  - Ask talkers to share their thoughts
  - Ask for undivided attention



# Troubleshooting...3

- Lack of response at discussion time
  - Ask direct questions to the audience
  - Do not just abandon question time
- Intrusive noise, temperature problems
  - Stop
  - Acknowledge problem
  - Seek remedy



# Troubleshooting...4

- Failure of technology
  - Stop
  - Apologise
  - Attempt quick fix
  - Continue
- One persistent or dominant questioner
  - ‘I’m very grateful for your energy, but we must give others a chance. Please, a comment from someone else?’



# Great Teachers and Presenters are...

- Alert and responsive
- Enthusiastic
- Knowledgeable
- Confident
- Clear thinkers
- Actors
- Great improvisers



# Great Teaching and Presentations have:

- Clear purpose and direction
- Elegant, progressive structure
- Simple, appropriate language
- Good visual and other support

*and*

- Touch the hearts and minds of individuals and make a lasting (maybe lifetime) impact on them







# Teaching and training in PV

- To establish new knowledge or skills
- To encourage critical thinking
- To establish efficient, reflective practice



# Sharing the vision of PV

- Inspirational engagement on the vision of patient safety and scientific and professional development
- Creating a passion for patient safety and systems that support and protect it
- Promoting collaboration and engagement
- Campaigning against the risks of bureaucratic sclerosis





According to  
company rules  
there can be no:

- \* Innovation
- \* Fun
- \* Creativity
- \* Change

Now run along.



# Systems that support PV

- Maintaining the vision and principles through the detail
- Progressive assembly of the parts to create a coherent set of knowledge and skills
- Stimulating critical thinking about methods and systems
- Embedding practical and reproducible skills
- Learning to test and assess systems



# All the qualities of inspired teaching...

- Dynamic, purposeful programme
- Interaction and engagement
- Practical tasks and activity
- Variety
- Time for processing and reflection
- Assessment and feedback
- Unique approach for every audience



# UMC Training Course

- We try to follow these ideals and principles, but we still have a long way to go
- We depend on your suggestions and feedback to improve the quality of our teaching and your learning
- Be open, honest, critical – and complimentary when we deserve it







ACKNOWLEDGEMENT: This presentation was created by Bruce Hugman for the *pro bono* purpose of training representatives of member countries of the WHO Programme for International Drug Monitoring, under the auspices of Uppsala Monitoring Centre (UMC), a Swedish not-for-profit foundation, authorised by WHO for such purposes. The presentation is entirely original but draws on a wide range of material; Creative Commons, royalty-free or public sources have been used wherever possible, but the author regrets and accepts sole responsibility for any copyright infringement that may inadvertently have occurred.