

## Transformative Teaching and Learning in Anesthesiology: Bridging Possibility and Utopia

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### Introduction

Transformational teaching pedagogy is an innovative approach of teaching that focuses on empowering learners to develop critical thinking skills, problem-solving capabilities and instilling lifelong learning values. For teaching Anesthesiology, this pedagogy can be beneficial as it prepares future anesthesiologists to provide high-quality patient care who are capable of handling complex situations efficiently.

### The realm of Anesthesiology

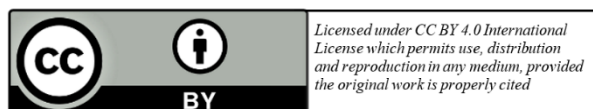
There is a popular quote which describes Anesthesiology as “seconds of thrills, minutes of excitement, and hours of boredom.” Critical events occur in seconds and we have to take decisions in fraction of seconds, which will be the determining factor for life or death of the patient. Hence, the students must learn to quickly assess the patient, make a prompt diagnosis, devise appropriate plans and act accordingly. Being able to work calmly and efficiently under the most stressful situation is a must have character for an anesthesiologist and transformational learning can help the students to adapt to such stressful and demanding circumstances.

Anesthesiology is a multidisciplinary field, wherein we have to collaborate with surgeons, nurses and other healthcare professionals. Transformational teaching pedagogy promotes

collaborative learning experiences, where students work in teams to discuss complex cases and exchange ideas. I have experienced a lot of tension and ego exist between the surgical colleagues and anesthesiologists. Rather working as a team for the holistic care of the patient to improve the perioperative outcome should be the aim of our education system and I strongly believe that it can be achieved through transformational teaching pedagogy which priorities mutual respect for each other, values the roles and responsibilities of each team member and enhances effective team work.

### The gap that I have felt

In the current curriculum there is no room for reflective practices. Encouraging students to reflect on their clinical experiences will help them deepen their understanding and allow them to focus on those areas that require improvement and learn from their own mistakes. We as educators can participate in their reflective process and guide them, provide feedbacks for improvement which will heighten their clinical experiences. Likewise, past studies have documented that, health professionals and medical students who participated in reflective practices reported



enhanced self-awareness, improved decision-making abilities, and a deeper appreciation for the complexities of patient care. [1]

### **The trend that is followed in a medical college**

There exists hierarchical order between the student and teacher and most of the faculty members believe that it is a must have entity in the medical school. However, I have experienced that student don't open up well with their teachers. We can overcome this issue only if we transform ourselves from being a teacher to being a facilitator or moderator. This might ease the tension, so that our students trust us, share their vulnerabilities and share the difficulties they are encountering during their study. We might be able to provide them a suitable environment so that they can grow to their maximum potentiality. Instead, the relationship as mentor and mentee might prove to be more beneficial as evidenced by past study which explored the impact of mentorship in anesthesia training and found that mentoring relationships positively influenced students' personal and professional growth and development. [2]

### **What next?**

In addition to case-based learning and hands on experiences that we practice, simulation-based learning with high fidelity mannequins must be a part of teaching-learning. Likewise, it has been found that anesthesia residents who underwent simulation-based training showed significant improvements in performance compared to their counterparts who received traditional didactic training. [3] Simulations allow students to exercise critical decision-making in realistic clinical scenarios without compromising patient safety, in a riskfree zone. It prepares the students to face real-life clinical situations with confidence and enables them to, apply their knowledge and skills in the real-life setup.

Our responsibilities do not end as a teacher, we are looked upon by the students as their role models. Thus, we must incorporate utmost professionalism in our practice, the way we treat our fellow colleagues, our behavior towards patient and patient's attendants, our attitude towards supporting staffs such as nurses and cleaners, our temperament during critical situations; all these factors are being observed by our students. They will also absorb these values subconsciously. Hence, we as an educator in addition to being an expert in our respective clinical fields must also demonstrate ethical values, empathy and respect to everyone around us.

In our current curriculum, we focus on summative assessment, instead formative assessments must be integrated into the assessment methods to gauge students' progress and identify areas where additional support may be required and providing timely constructive feedback which will help students improve their skills and knowledge. Since we live in the digital era, integration of technology into teaching such as virtual reality simulations, interactive multimedia resources, and online learning platforms can enhance engagement and provide more opportunities for practice and exploration.

Transformational teaching pedagogy also emphasizes the importance of ethical considerations in anesthesia practice which I feel is less valued in present teaching pedagogy. Incorporating ethics education in anesthesia training will enhance students' ethical reasoning and decision-making abilities. By discussing ethical dilemmas and professional values, students will understand the importance of ethical considerations in anesthesia.

### **Preparing the learners to thrive**

Lifelong learning is a core principle of transformational teaching pedagogy. Anesthesiology is a rapidly advancing field,

and continuous learning is essential for staying updated with recent developments, research, and best practices. The aim of teaching should not be limited to passing the exams but a gateway to seek out new knowledge and a commitment for learning throughout the medical career.

### **Conclusions**

Active learning, promoting critical thinking, fostering reflective practices, providing mentorship, offering continuous assessment, integrating technology and promoting lifelong learning are the core values of transformational teaching pedagogy. We as an educator by adopting transformational teaching-learning module those goals can be achieved which will enable our students to be critical thinkers, efficient problem solver and competent health care worker.

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