



In The Name Of God

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Clinical Teaching

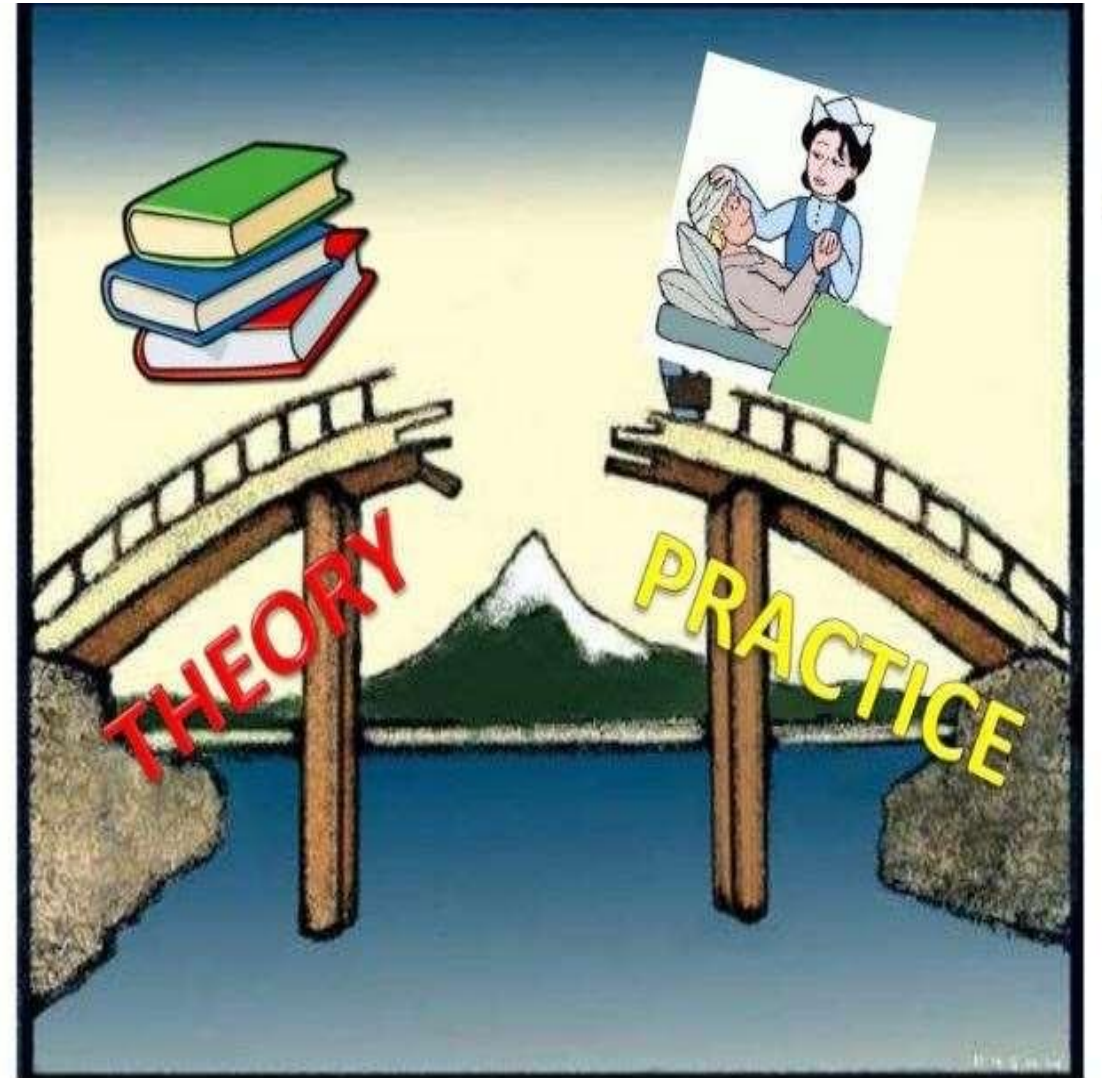
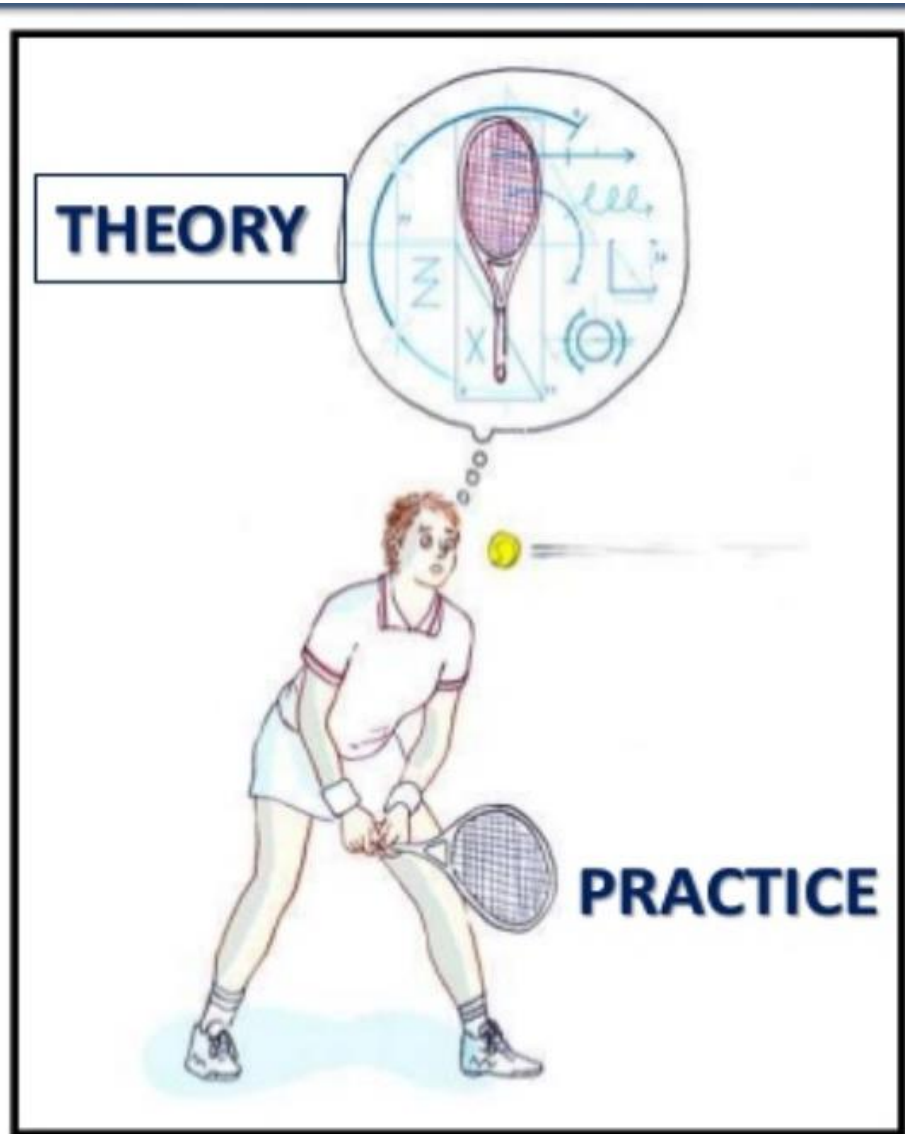
(Basics)

Definition

- Teaching in the clinical environment is defined as teaching and learning focused on, and usually directly involving, patients and their problems (Spencer 2003).



Clinical Teaching



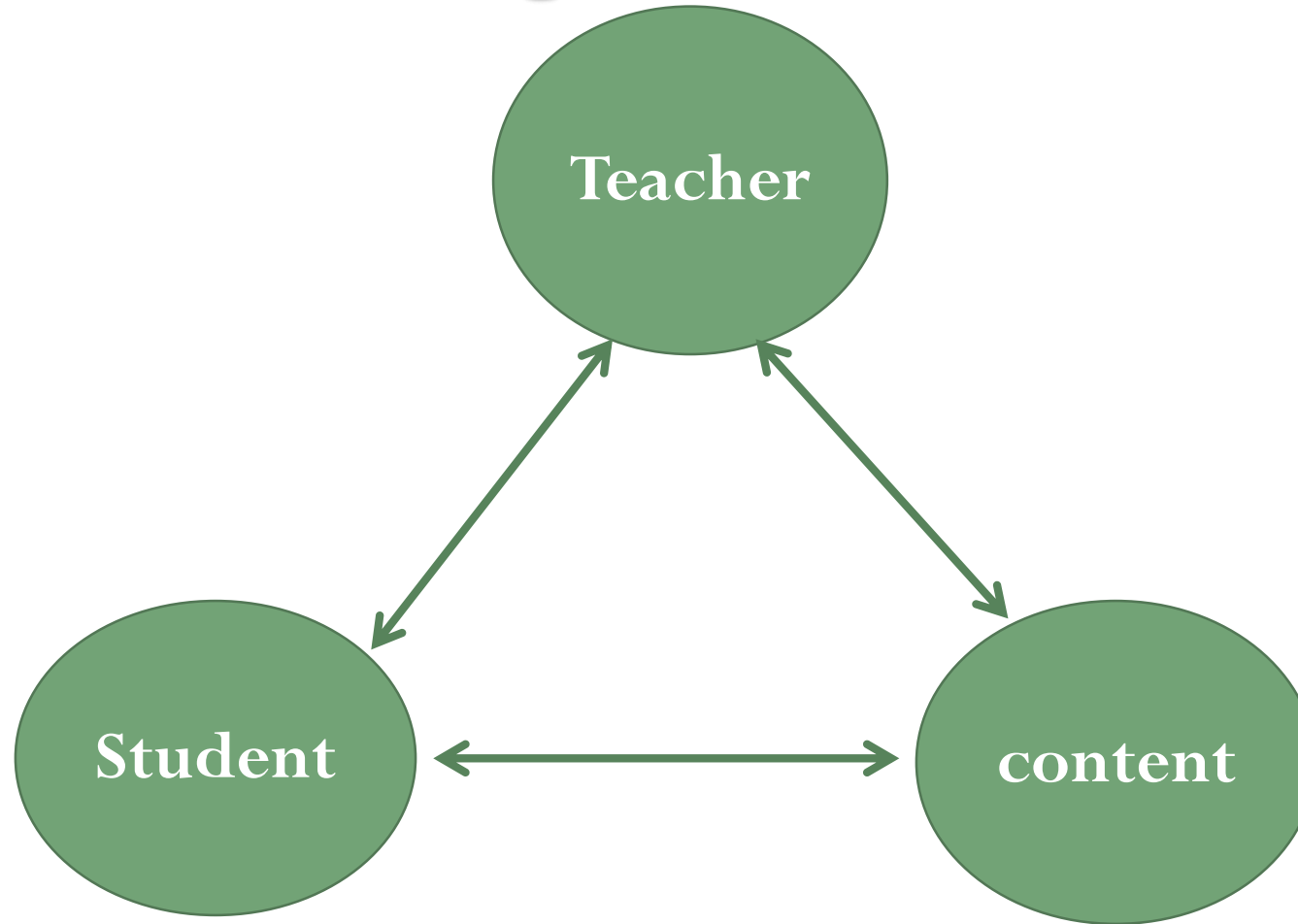
There is a deep gap between theory and practice

Main Clinical setting

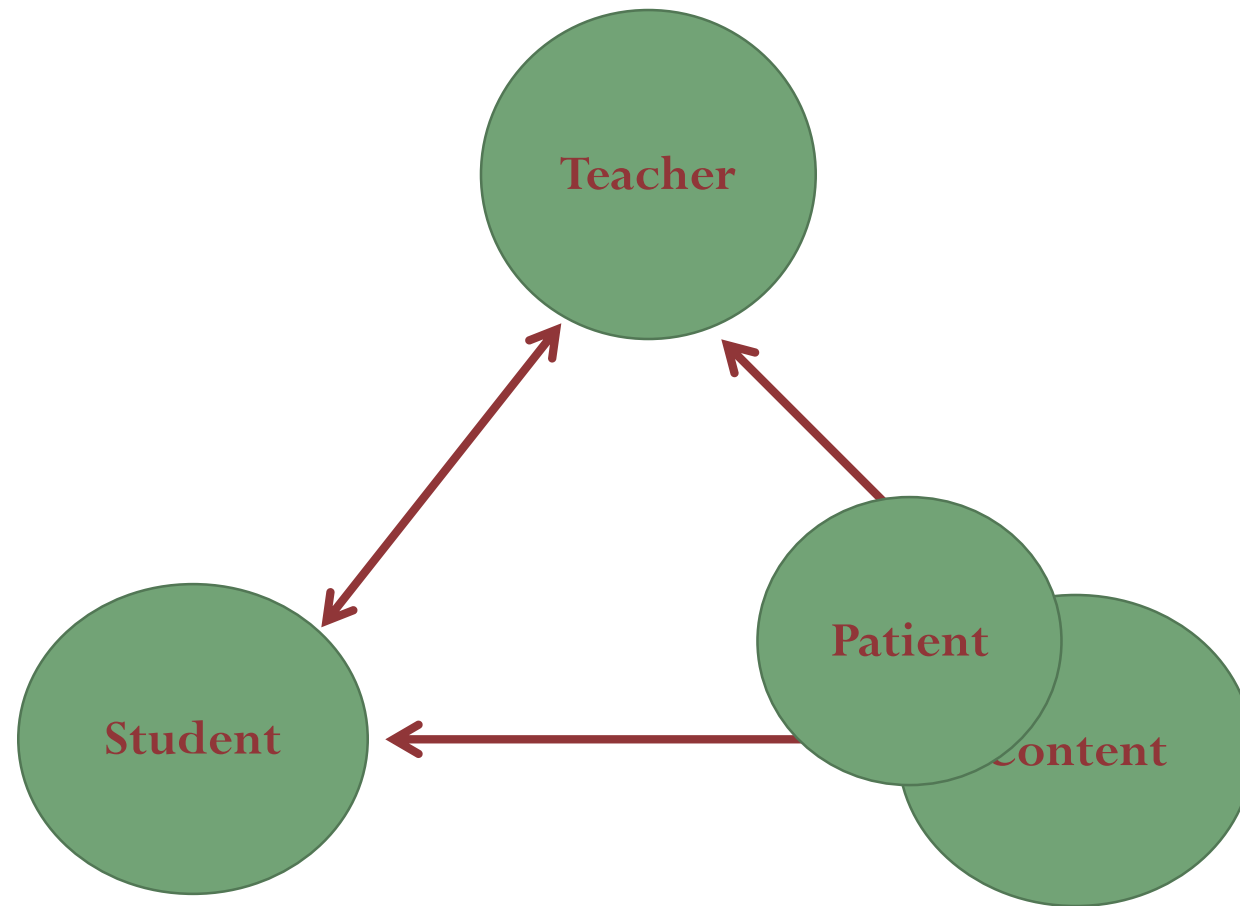
- Inpatient
- Hospital outpatient
- Community settings



Components of teaching



Components of teaching in clinical setting





Type Of Clinical Teaching

- ✓ Lecture-Seminar-Conference-
- ✓ Case-based Teaching
- ✓ Bedside
- ✓ Ambulatory
- ✓ Morning Report
- ✓ Journal Club
- ✓ Simulation
- ✓ GRAND Round

Problems(of setting)

- Time constraints
- Work demands – teachers maintain other clinical, research or administrative responsibilities while being called upon to teach
- Often unpredictable and difficult to prepare
- Engaging multiple levels of learners (students, interns, residents)
- Patient related challenges: short hospital stays; patients too sick or unwilling to participate in a teaching encounter
- Lack of incentives and rewards for teaching
- Physical clinical environment not comfortable for teaching

Problems (teaching)

- Lack of clear objectives and expectations
- Teaching pitched at the wrong level
- Focus on recall of facts rather than problem solving
- Lack of active participation by learners
- Inadequate direct observation of learners and feedback
- Insufficient time for reflection and discussion
- Lack of congruence with the rest of the program

So why to bother(necessity)

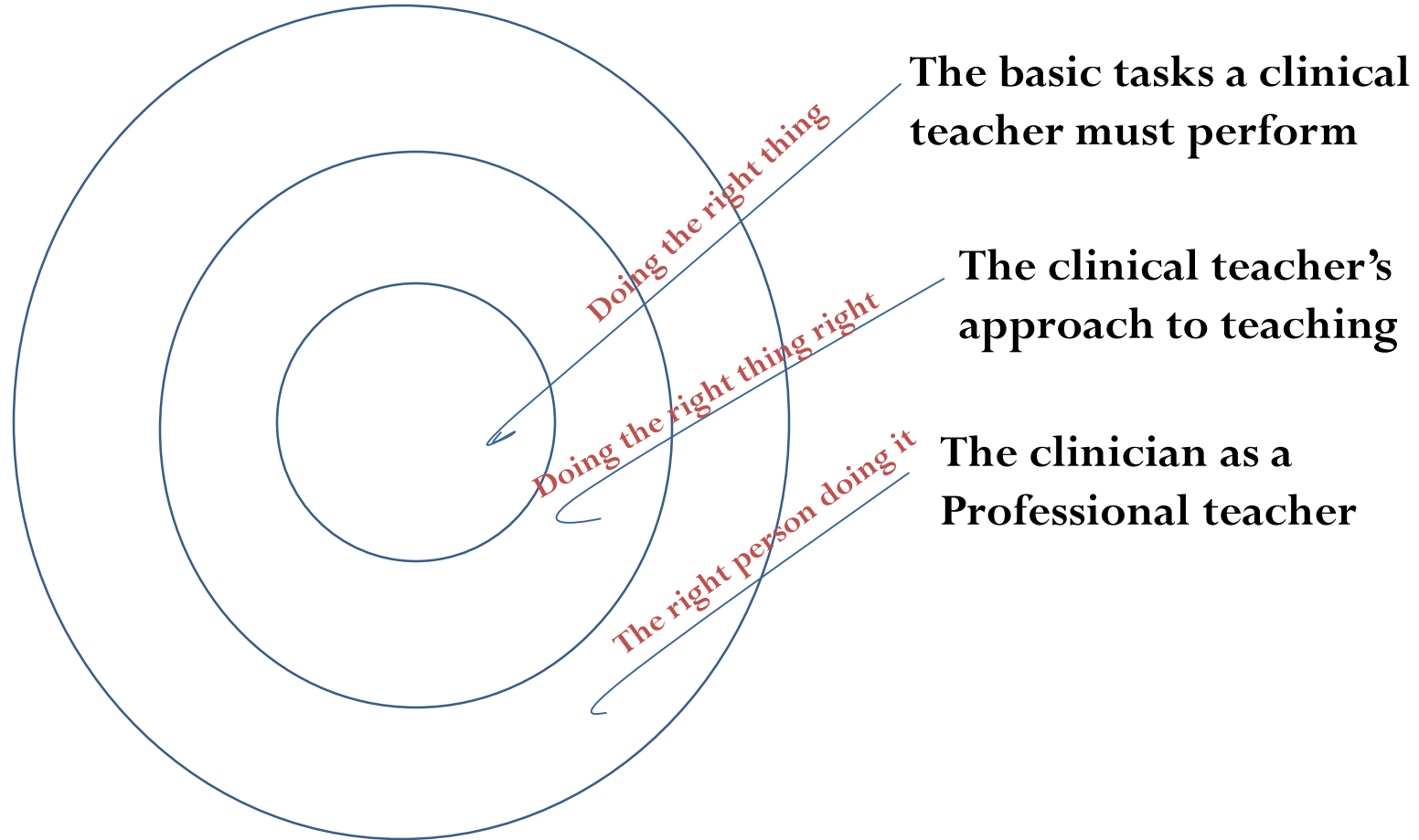
- Patient centeredness
- Authenticity
- Representing the complexity of future tasks
- Relevance leading to motivation
- Application of medical knowledge to actual patient
- Practicing clinical skill (**history taking, physical examination, patient communication, decision-making**)

The question, “What makes a good clinical teacher in medicine?”

- **Medical/clinical knowledge**
- **Clinical and technical skills/competence, clinical reasoning**
- **Positive relationships with students and supportive learning environment**
- **Communication skills**
- **Enthusiasm**

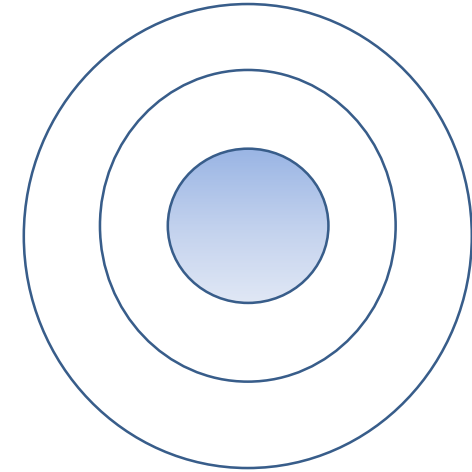


Outcomes model for clinical teachers



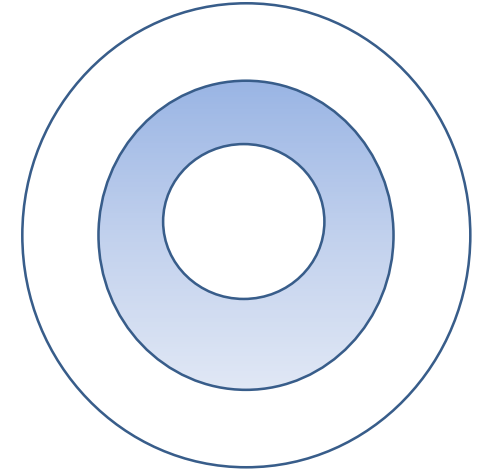
Tasks of a clinical teacher (Doing the right thing)

1. Time efficient teaching
2. Inpatient teaching
3. Outpatient teaching
4. Teaching procedural skill
5. Providing feedback



Approach to teaching (Doing the thing right)

1. Using specific teaching method based on the content at hand(i.e. reasoning)
2. Understanding learning principles relevant to clinical teaching
3. Using appropriate teaching strategies for different levels of learners
4. Modelling good, professional behaviour including evidence based patient care
5. Using the basic skills of teaching (explaining, questioning listening, responding, and feedback) to grasp the unexpected teaching moment



- Ideal Learning Environment Safe Environment Low Stress
- Motivating Environment

**SAFE
ENVIRONMENT**



MATCH THE EDUCATIONAL GOALS TO THE SETTING OF THE LEARNERS

EDUCATIONAL GOALS



SETTING OF THE LEARNERS



CLASS ROOM TEACHING VS CLINICAL TEACHING

CLASS ROOM TEACHING

- **Large group**
- **No focus on patient**
- **Knowledge**
- **Theoretical framework**
- **Teacher/students ratio is large**
- **Passive students**
- **Less interactive**

CLINICAL TEACHING

- **Small group**
- **Focus on patient**
- **Application of knowledge**
- **Clinical reasoning**
- **Teacher/students ratio is small**
- **Active students**
- **More interactive**

Clinical Skills Centre :Clinical simulation



Clinical Teaching

Effective teaching

1

Planning and preparation

2

Teaching or facilitation of learning experience

3

Assessment and evaluation

Planning

- In classroom or lecture hall is called **lesson plan**
- In clinical setting is called **teaching models**



Teaching Models

- Two models of clinical teaching have been successfully adapted by clinical teachers to all clinical settings:
 - **The Micro skills of teaching model**, also known as the one-minute preceptor
 - **Stanford Faculty Development model** for clinical teaching

One Minute Preceptor

1

Getting a commitment

2

Probing for supporting evidence

3

Teaching general rules

4

Reinforcing what was done well

5

Correcting mistakes

In Summary

Clinical teaching is inseparable from medical education since “You cannot learn to play the piano by just studying music”



به امید دیدار شما



انواع موقعیت های یادگیری بالینی



■ سخنرانی - سمینار - کنفرانس

■ ایفای نقش

■ کارگاه تعاملی

■ راندهای وسیع

■ ارائه مقاله علمی

■ آموزش مبتنی بر مورد

■ ژورنال کلاب

■ شبیه ساز

■ گزارش صبحگاهی

One Minute Preceptor

