

What Makes a Good Clinical Teacher?

Philip G. Day, PhD

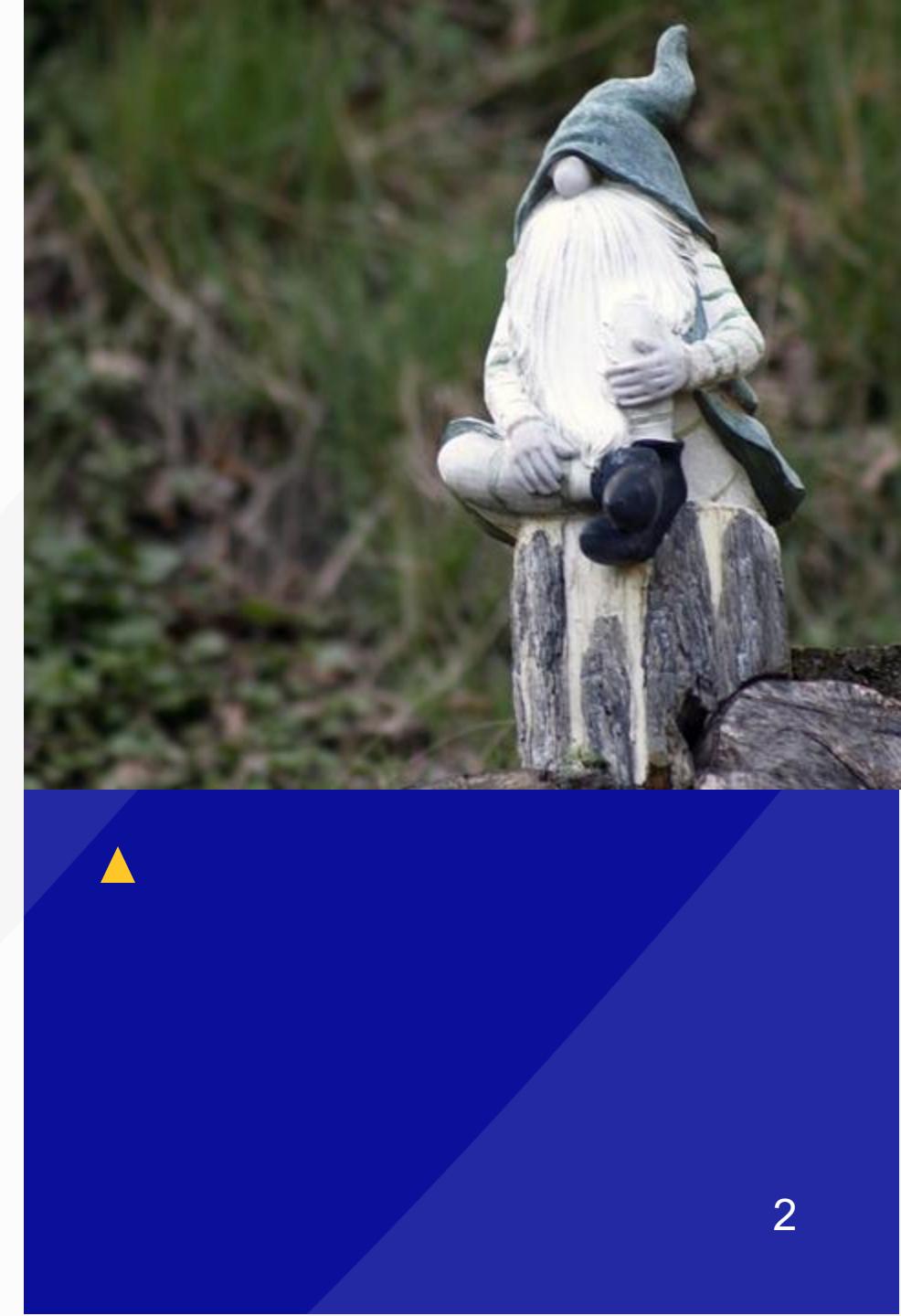


TOT Session 1

Learning Objectives

By the end of the session, participants will be able to:

- Define the attributes of a good clinical teacher
- Identify key elements of adult learning theory
- Implement 2-3 methods to engage learners
- Apply 2-3 teaching strategies to support learning



But first, discussion!

While some innate characteristics may enhance effective teaching, it's really a skill that can be developed.

What makes
a good
teacher?

Your best teachers

- Take a minute to think and reflect on a favorite teacher.
- What made them effective?
 - For example: behaviors, characteristics, or style
- Any reason they stand out amongst the others?
- Now, share with your table mates before we share out to the large group.



Any
Teachers
You'd Like
to Forget?



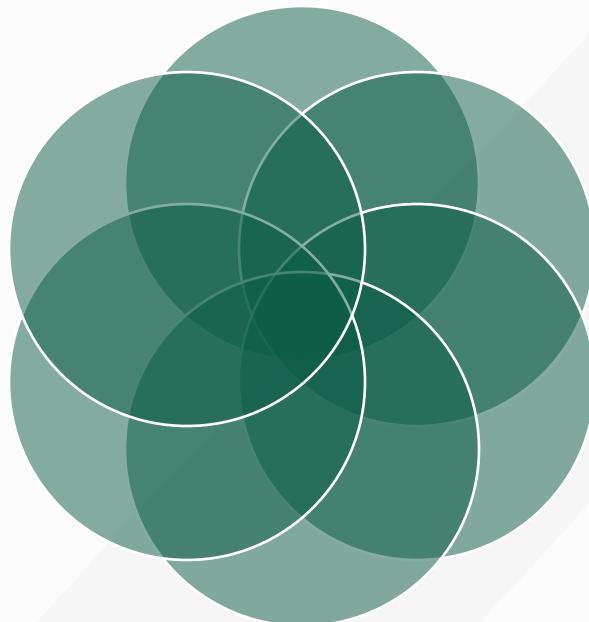
The Good Teacher of Adults

Characteristics of Adult Learners

Adults want to know that what they are asked to learn is **relevant** to their needs.

Adults are **practical** and **problem centered** rather than subject-centered.

Adults are at various stages of **autonomy** and self –direction.



Adults look to learn what can **immediately be applied**.

Adults have a **broad base of experience** upon which to draw and to share with others.

Adults seek to learn **what they have identified as important** rather than what others deem important.

What Makes a Good Teacher?

Review > Acad Med. 2008

Comparative Study

> *Nurse Educ Today*. 2007 Nov;27(8):885-92. doi: 10.1016/j.nedt.2006.12.005.

Epub 2007 Feb 23.

What makes a good teacher? A systematic review > *BMJ* Review > *Scand J Caring Sci*. 2020 Mar;34(1):23-33. doi: 10.1111/scs.12711. Epub 2019 May 6.

revi **What makes a good teacher? A systematic review** > *Scand J Caring Sci*. 2020 Mar;34(1):23-33. doi: 10.1111/scs.12711. Epub 2019 May 6.

Review > *J Clin Nurs*. 2018 Jan;27(1-2):363-374. doi: 10.1111/jocn.13931. Epub 2017 Sep 11.

Characteristics of an effective nursing clinical instructor: The state of the science

mmad 4,

Angela D Collier 1 2

Clinical Aspects

- Medical/clinical knowledge
- Clinical/technical skills
- Leadership/admin skills
- Accept uncertainty in the work (foster curiosity and creativity)



Teaching Aspects

- Foster + relationships w/students
- Give effective feedback
- Show knowledge of teaching skills
- Engage learners



Personal Characteristics



- Patience
- Good work/life balance
- Virtuous
- Reflective
- Altruistic
- Approachable
- Sense of humor

Is humor appropriate in teaching? When is humor helpful? When is it harmful?

- Can have positive effects on the learner and learning environment
- Causing a learner to smile or laugh provides evidence of engagement/lessens social distance between teacher and student
- Derogatory, cynical or hostile humor can marginalize learners and manifest as microaggressions
- Double edged sword: It is a tool that should be handled appropriately



**A Pediatrician, a Resident, and a
Medical Student Walk Into a
Clinic**

Principles of good clinical teaching

Focus on **facilitating** rather than didactic teaching

Foster a **sense of belonging** for the learner

Support **active participation**

Involve the **whole team** in supporting learning

Be **explicit** in learning in everyday practice

Make powerful use of **reflection** and **feedback**

Assure **psychological safety**

Facilitate development of **self-direction** in learners

Always consider yourself a professional **role model**

Preparing to Teach

What's one thing you wish someone had told you before you started teaching or precepting?



<https://www.snrky.com/2015/10/so-im-being-voluntold.html?m=1>

Intentional Teaching: A goal and a plan



Planful:

Have clearly defined
Learning Objectives



Thoughtful:

Use appropriate teaching
Strategies / Methods
Adapt / Adjust as needed
based on **Direct
Observations** of Learner



Purposeful:

Align **evaluation** of
performance with Goals
and Objectives



Before teaching, ask yourself:

What do I hope to accomplish?

Who are my learners?

How will I engage my learners?

How can I meet my learners' needs?

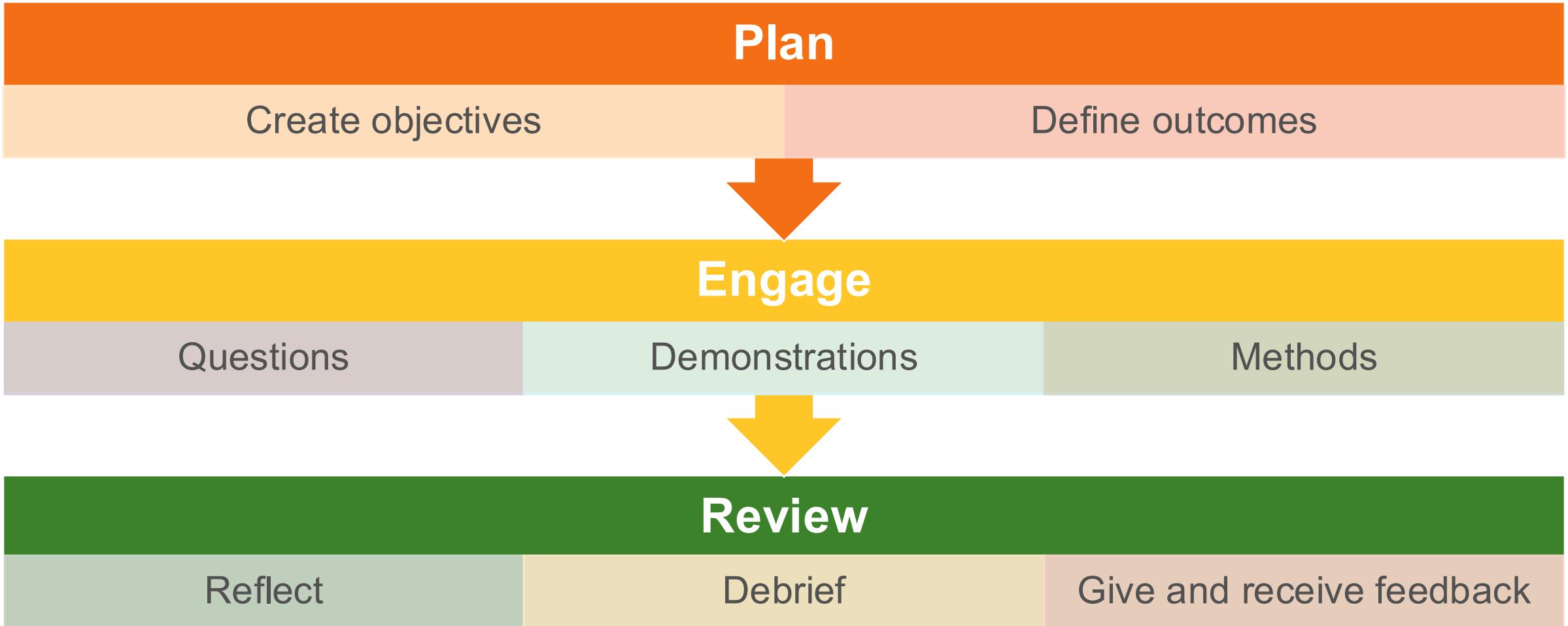
How will I organize my teaching?

How will I know that it was successful?

Clinical Learning is Experiential Learning

- A **designed, intentional** learning experience
- Incorporate:
 - reflection
 - critical analysis
 - knowledge synthesis
- Provide opportunities for learners to:
 - take initiative,
 - make decisions,
 - be accountable for the results (learn from experiences – both mistakes and successes)
 - engage intellectually, creatively, emotionally, socially, or physically

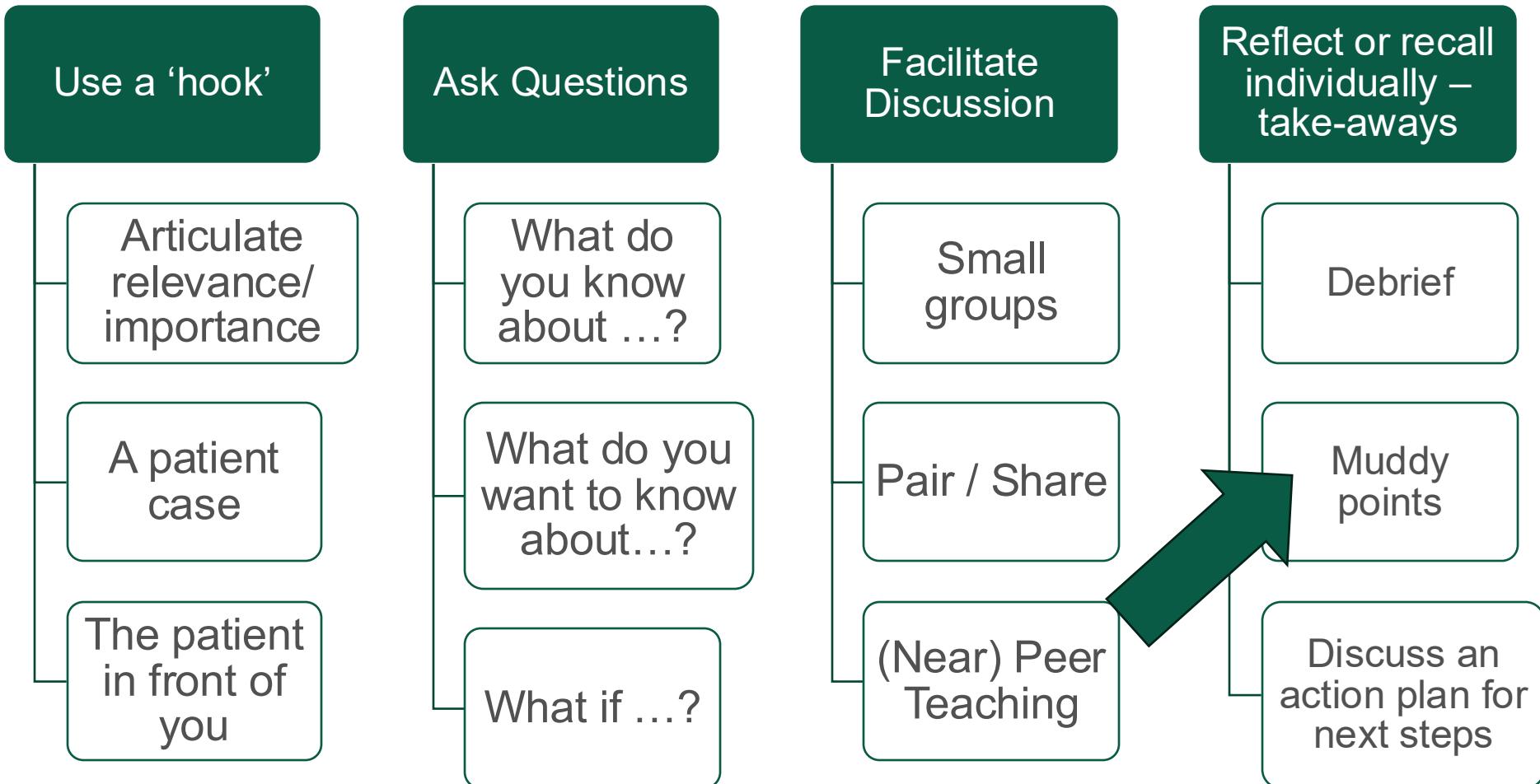
Intentional Teaching



Methods to Engage Learners

Methods to Engage Learners

Create a collaborative learning environment



Strategies to Support Learning

Set the Stage

Engage Learners Actively

Orient learners to the clinical environment, clarify roles, introduce your teaching methods and approaches, and clarify goals early.

- *On the unit:* “You’ll be responsible for two patients today. Your goal is to practice prioritizing tasks and communicating updates to the team. We’ll debrief at the post-shift huddle.”
- *Before clinic starts:* “Today, I’d like you to focus on improving your differential diagnosis for abdominal pain. You’ll see three patients independently and present your plan. We’ll discuss your differential before you go back into the room.”

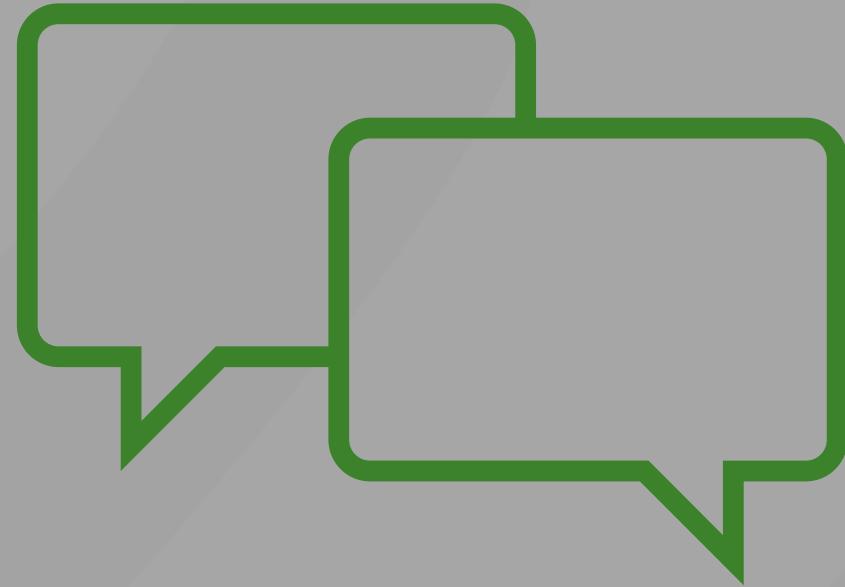


Help Them Grow

Provide Formative Feedback

Offer timely, specific, and actionable feedback during or after encounters.

- *During med administration:* “Great job verifying allergies correctly. Next time, double-check the eMAR before pulling meds.”
- *After case presentation:* “Your assessment was thorough, but next time be sure to address psychosocial factors in your treatment plan.”

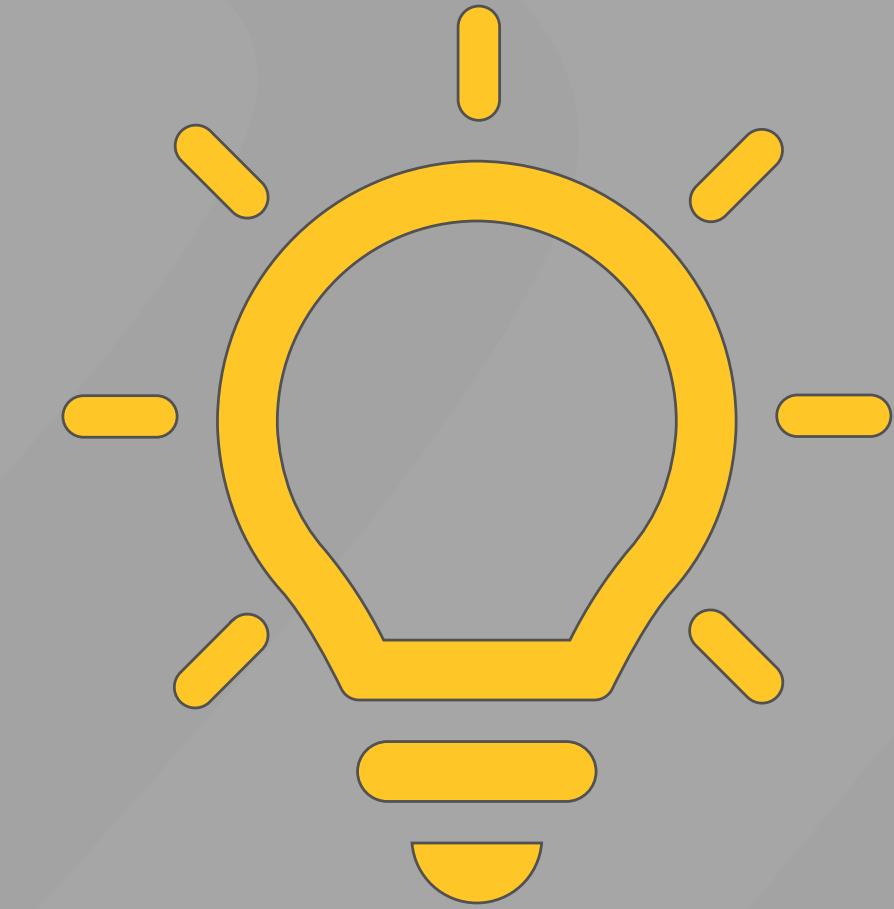


Recall and Review

Encourage Reflection

Prompt learners to think critically about their performance, decisions, and experiences.

- *After patient visit:* “What was the most challenging part of forming your differential today?”
- *Post-shift huddle:* “Which patient interaction taught you the most about how to communicate effectively?”



Continuous Learning

Establish Next Steps

- Help learners identify areas for growth and set goals for future encounters
- “Tomorrow, let’s work on improving your handoff reports.”
- “Next time, let’s focus on the structure of your SOAP notes.”



Capitalize on Teaching Time

Use Micro-Teaching Moments

Integrate teaching into routine clinical tasks.

- *While reviewing labs:* “Did you notice the elevated creatinine – what does that tell us about renal function?”
- *During wound care:* “See how the dressing is applied – this prevents pressure points.”

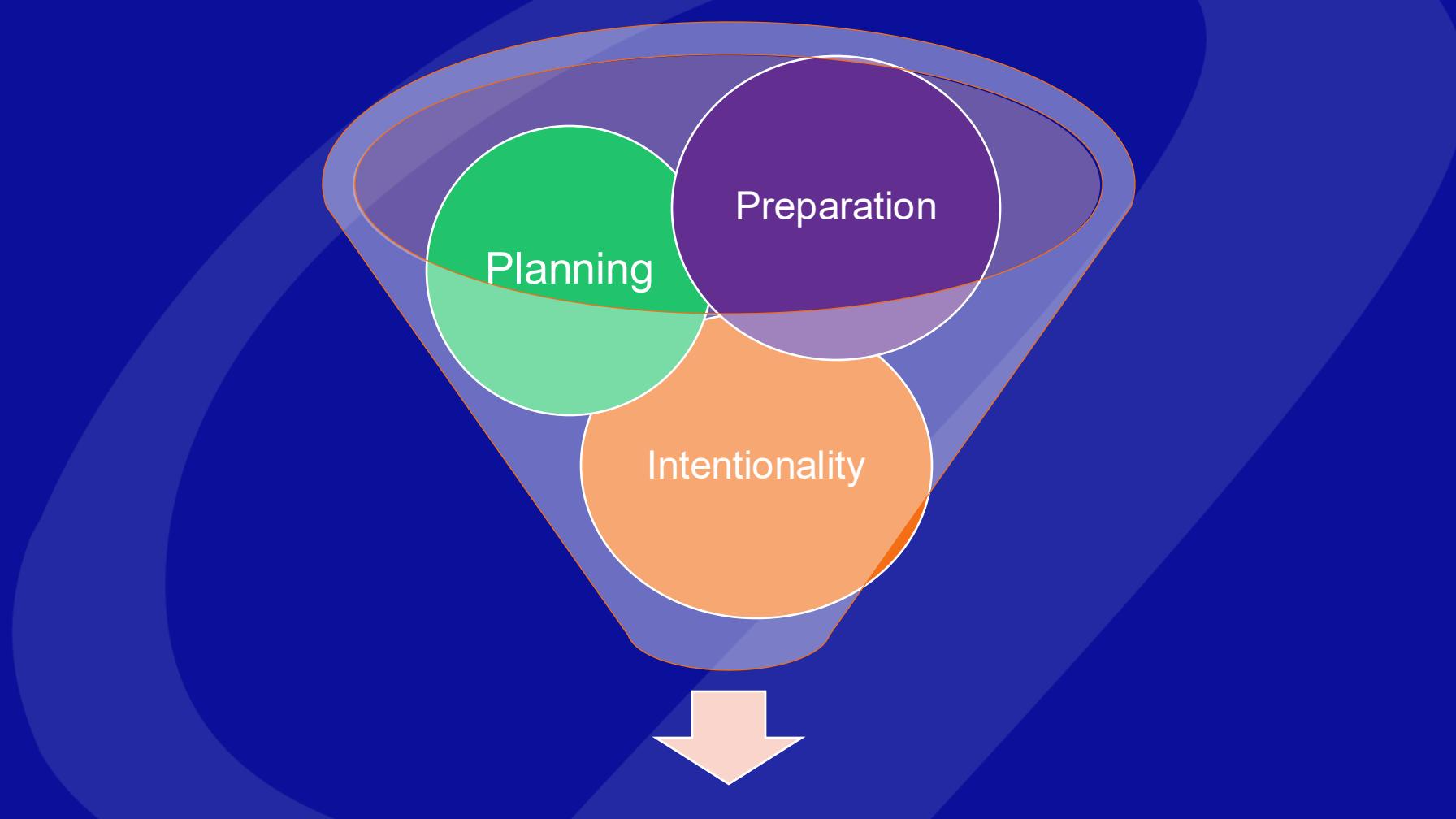


Safe Learning Environment

Create Psychological Safety

- Foster an environment where learners feel comfortable asking questions and making mistakes.
- “If you’re unsure about a procedure, let me know. We’ll walk through it step by step.”
- “It’s ok if you don’t know the answer – we can reason through it together.”





Effective Teaching

Key Points

- Ensure success by **planning** your teaching
 - Clarify learning goals
 - Identify learner needs
 - Set learning objectives
 - Identify your own objectives and desired outcomes
 - Deliberately engage learners
 - Provide feedback on performance
- Strive to create a safe, reflective, but growth-oriented learning environment



Questions?