

What Makes a Good Clinical Teacher?

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Learning Objectives:

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

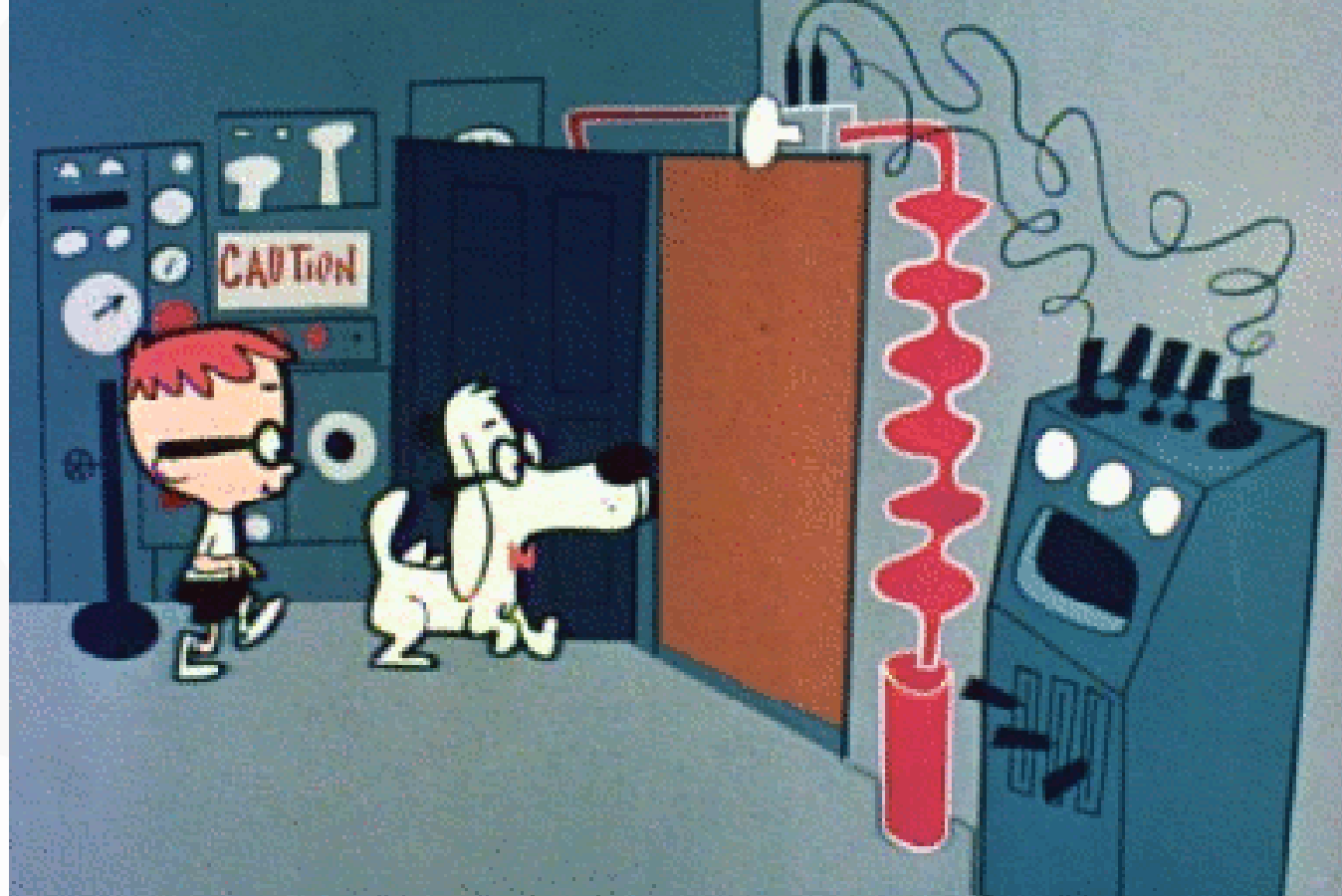
- Define the attributes of a good clinical educator
- Identify 1-3 methods to engage learners
- Discuss 1-3 teaching strategies to support learning

Questions for you:

Is there a
gene for good
teaching?

Are good
teachers born
... or made?

Your best clinical teachers



Any Teachers You'd Like to Forget?



Principles of good clinical teaching from educational theory

- 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
- Avoid humiliation=assure psychological safety
- Facilitate development of self-direction in learners
- Consider yourself a professional role model at all times
- Crossland, Charlotte. www.wfsahq.org/resources/update-in-anaesthesia, 2021

What the Literature Says ...

From some of the ‘giants’:

- Irby 1978 - 2000
- Ende 1997

And a comprehensive lit review

- Sutkin et. al. 2008

Effective clinical teachers – Irby (2000)

- Enthusiasm
- Orient learners
- Teach around cases – make it relevant and applicable
- Responsibility / Autonomy to learners
- Demonstrate skills (model)
- Ask questions
- Give feedback

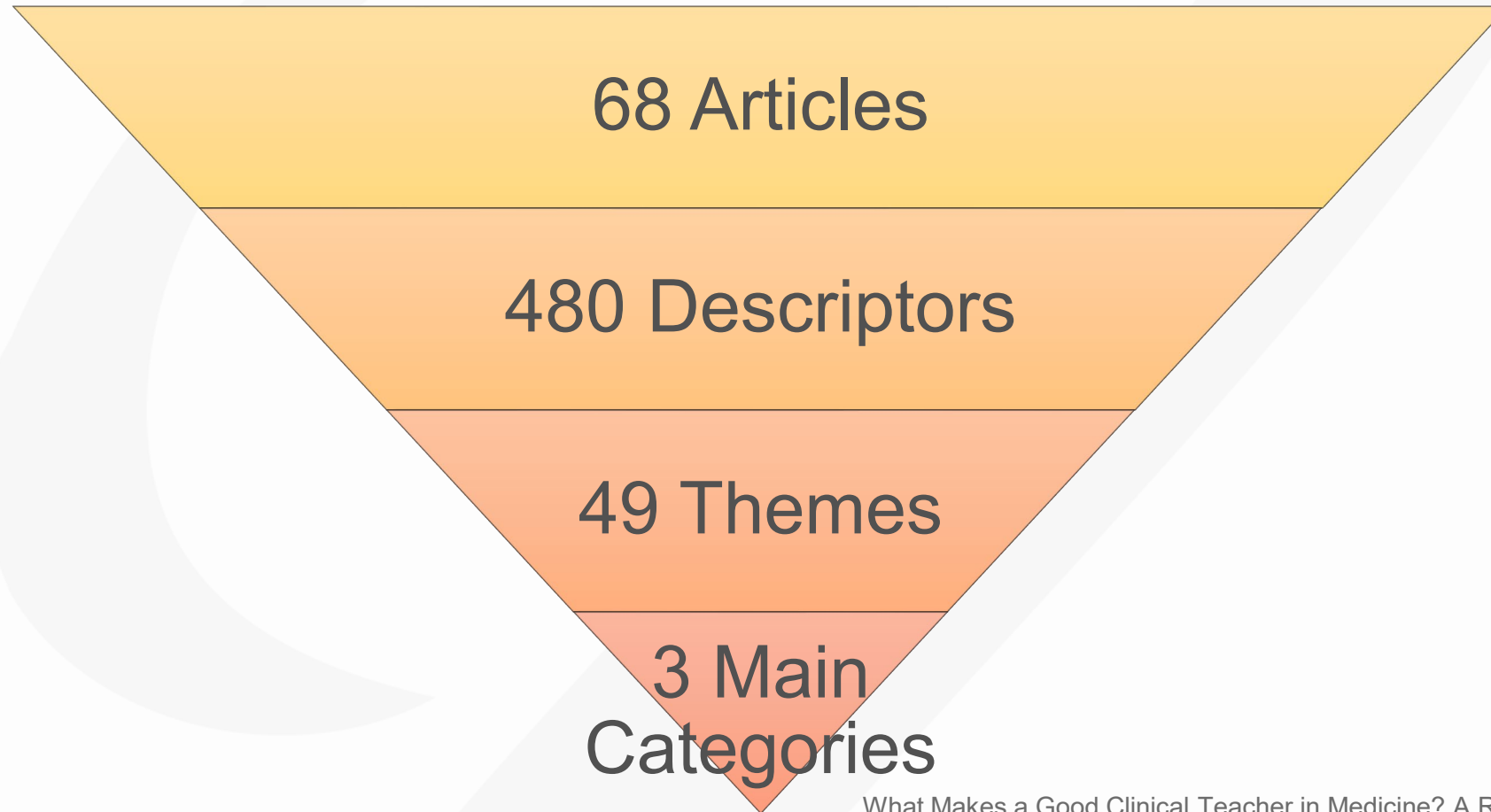
What Makes a Good Teacher?

What Makes a Good Clinical Teacher in Medicine? A Review of the Literature

Sutkin, Gary MD; Wagner, Elizabeth; Harris, Ilene PhD;
Schiffer, Randolph MD

Academic Medicine: May 2008 – Volume 83 – Issue 5 pp 452-466

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Characteristics of Good Physicians



- Medical/clinical knowledge
- Clinical/technical skill
- Leadership/admin skills
- Accepts uncertainty in medicine

Characteristics of Good Teachers



- Has + relationships w/students
- Gives effective explanations
- Shows knowledge of teaching skills
- Encourages active work

Good Human Characteristics



- Is patient
- Has work/life balance
- Is virtuous
- Has a sense of humor
- Has self-insight
- Is altruistic

5 Most Common Themes of 480 Descriptors

- Medical/clinical knowledge (30)
- Clinical and technical skills/competence, clinical reasoning (28)
- Positive relationships w/students and supportive environment (27)
- Communication skills (21)
- Enthusiasm (51)

Conclusions

- Literature review produced results similar to authors' assessments.
- **2/3 of themes and descriptors were noncognitive.**
- 1/3 of themes and descriptors were cognitive.

Conclusions

- Literature review produced results similar to authors' assessments.
- The good clinical teacher is less dependent on cognitive skills (acquisition of medical knowledge and creating learning objectives), but more so on inherent, **relationship-based skills.**
- Cognitive skills can be taught and learned, albeit with difficulty,
- Noncognitive ones are more difficult to develop and teach to others.

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

- Is humor appropriate in medical teaching?
- Double edged sword
- Has positive effects on stress and cortisol levels in pediatric patients
- 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
- It is a tool that should be handled appropriately
- RA Dudas, MS Ryan, SL Bannister - Pediatrics, 2021

Clinical Learning is Experiential Learning

- Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.
- Reflection, critical analysis and synthesis
- Opportunities to take initiative, make decisions, and be accountable for the results
- Opportunities to engage intellectually, creatively, emotionally, socially, or physically
- A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes

... That Requires Preparation & Planning by the Teacher

- **Plan** for it
 - objectives
 - defined outcomes
- **Engage** learners (raise awareness)
 - Questions
 - Demonstrations
- **Review** and reflect/debrief
- Include substitute or additional experiences such as Simulation

Before teaching.... Ende (1997)

Ask yourself questions:

- What do I hope to accomplish?
- Who are my learners?
- How will I engage the learners?
- How can I meet the needs of all learners? (think of your MS, I and R)
- How will I organize my teaching?

- Was it successful?

Methods to Engage Learners

Create a collaborative learning environment

Use a ‘hook’

- Demonstrate relevance / importance
- The Patient Case
- The Patient in front of you

Questions

- What do you know about ...
- What do you want to know about ...
- What if ...

Discussion

- Small groups
- Pair / Share

Reflect or recall individually – take aways

Strategies to Support Learning

- Set the stage
 - Context
 - Framework
- FEEDBACK
- Debrief the experience
- Establish next steps – an action plan

Key Points:

- Know your audience (and their needs – more on this later!)
- Ensure success by planning your teaching sessions / encounters
 - Set some objectives for the learner
 - Identify your own objectives and desired outcomes
 - Deliberately engage learners
 - Provide feedback and action plans
 - Get feedback from the learners

One of the best feelings in the world is the one you get when you teach another human being and recognize that they have internalized, conceptualized and understood that which they've been taught. The feeling is akin to **giving** a stranger or loved one **a gift**. Maybe the best way to describe it is the feeling of **gratitude**.

Teaching others really is **an art**. You have to be willing to **humble** yourself, in order to make yourself approachable to others so that they can let you in to the most vulnerable pieces of themselves to learn. Being on Wards as a second year taught me this. But is also where I learned how to be a leader. I learned how to be **compassionate**, ready to **engage in teaching (and leaning)**, and most importantly learned how to be **available to** those who need you.