Tips for Effective Clinical Teaching

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Key Cognitive Attributes of Clinical Teachers

- Demonstrates clinical skills
  - Well organized
  - Excellent communication skills
  - Provides feedback
  - Knowledgeable
  - Explains concepts clearly
  - Sets goals and expectations
  - Provides direct supervision
Key Noncognitive Attributes of Clinical Teachers

- Is enthusiastic
- Is stimulating
- Is encouraging
- Creates a positive, supportive learning environment
- Models professional characteristics
- Focuses on learner’s needs
- Interacts positively with students
- Listens
Case Study

- The enthusiastic student presents a case to you of a 43 year old woman with chronic abdominal pain. She just always hurts.
- By the way, it’s Friday at 4:30pm and you have commitments tonight.
- What are you going to do now?
Four Steps in Effective Teaching

- Needs Assessment
- Teaching
- Feedback & Evaluation
- Reinforce the message
Needs Assessment

Where is the learner now in relation to where the learner needs to be?

– Knowledge?
– Skill?
– Attitudes?
Needs Assessment

Determine Needs by:

– Asking, interacting
– Observing
– Reviewing Reports
– “Educated Guess”
Needs Assessment - How To?

- year in school
- presentation skills
- non-verbal communication
- clarity of responses
- clarity of questions
- “gestalt”
Principles of Teaching and Learning: “Teaching Styles”

- The intention of the teaching styles schema is to help clinical teachers become more aware of their own teacher-student interactions and flexible in the use of multiple teaching styles to maximize learning....
Teaching Styles: A Continuum

I. ASSERTIVE STYLE
II. SUGGESTIVE STYLE
III. COLLABORATIVE STYLE
IV. FACILITATIVE STYLE
I. Assertive Style

1. Gives directions
2. Asks direct questions
3. Gives information
4. Asks self-answering questions
I. Assertive Style

■ Examples:
  – provide a drug dosage
  – hold otoscope properly

■ Question type:
  – What questions would you ask to characterize a headache?
II. Suggestive Style

1. Suggests alternatives
2. Offers opinion
3. Relates personal experience (modeling)
4. Summarizes
II. Suggestive Style

- Examples:
  - describe alternatives for managing hypertension during pregnancy
  - describe pros and cons of MRI vs. CT scan for diagnostic purposes

- Question type
  - Under what circumstances would you order one antibiotic over another?
III. Collaborative Style

1. Elicits/accepts student ideas
2. Explores student ideas
3. Relates personal experience (empathizes)
III. Collaborative Style

- Examples
  - develop appropriate differential for headache
  - accurately assess and interpret impact of a patient’s lifestyle on his/her health

- Question style
  - What do you think is going on?
IV. Facilitative Style

1. Elicits/accepts student’s feelings
2. Discloses feelings
3. Encourages
4. Uses silence...
IV. Facilitative Style

- Examples
  - Help learner feel comfortable conducting a pelvic exam
  - Help learner feel comfortable delivering bad news

- Question styles
  - How comfortable are you taking a history?
Teaching Styles

Assertive  Reliance on Teacher  ↑

Suggestive

Collaborative  ↓

Facilitative  Reliance on Learner
Teaching Styles and Question Type

- **Assertive/Focused**
  What questions would you ask to characterize a headache?

- **Suggestive/Leading**
  Under what circumstances would you order one antibiotic over another?

- **Collaborative/Open**
  What do you think is going on?

- **Facilitative/Reflective**
  How comfortable are you taking a history?
Assumptions About Teaching Styles

1. Value Free
2. No one uses one style all the time
3. Each of us has a preferred style
4. Learning situation influences which teaching style is most appropriate
Points to Remember...

1. Use teacher-centered styles less and learner-centered styles more.
2. Be conscious of your teaching style in a learning situation
3. Use alternative teaching styles
4. Decrease lecturing
5. You don’t have to use the assertive style to be in control of a teaching/learning experience...
Feedback & Evaluation
Characteristics of good feedback

- Encourages self-assessment
- Covers positives and negatives
- Refers to specific, observed behavior
- Is limited in the amount
- Is timely
- Occurs in an appropriate place
- Ends with an “action plan”
Foundations of Effective Feedback

- Develop specific goals
- Link feedback to teaching
- Demonstrate friendliness and respect
The “language” of effective feedback

- Use “I” messages
- Use descriptive rather than judgmental language
- Use open questions that refer to a specific event
- Encourage alternative solutions
Organization of effective feedback

- Begin by encouraging learner self-assessment
- Ask self-assessment on specific knowledge, skills and attitudes
- Focus on positives and what can be changed
- Collaborate on an “action plan”
Effective vs. Ineffective Feedback

- Describe behavior
- Soon after behavior
- Direct
- With ownership
- Checked for clarity
- Judgmental or generalized
- Delayed or saved up
- Indirect
- Without ownership
- Clarity assumed
‘How To’ of Effective Feedback

“Your abdominal exam isn’t good”

How would you change this statement?
The “How To” of Feedback

- Sandwich technique
- New Feedback Sandwich
  - Ask-what did you do well?
  - Tell/Teach-Agree/disagree-focused teaching (1 min pearl)
  - Ask-what and how can we improve? Demonstrate, practice and read
Feedback vs. Evaluation

- Formative
- Information, not judgment
- Ongoing

- Summative
- Information and judgment
- Scheduled
Process of Evaluation

- Define expectations
- Define performance
- Identify differences
- Document
Reinforce

- Review today’s learning
- Set plan for future learning
Four Steps in Effective Teaching

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