What is Clinical Teaching Excellence?

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Learning Objectives

At the end of the presentation the participant will be able to:

1. Identify intrinsic characteristics of an excellent clinical teacher.
2. Understand the importance of preparing the clinical teaching environment.
3. Understand the assessment needs of the learner.
4. Appreciate learner-centered teaching.
Excellence in Teaching is not just Good Technique
Excellence in Clinical Teaching

- Intrinsic characteristics of an excellent clinical teacher
- Preparation of clinical teaching environment
- Assessment of learner
- Choosing learning style teaching techniques
- Implement Learner-Centered teaching
ASSUMPTION

With enough (or sufficient) clinical experience one is a good teacher...
Intrinsic Qualities/Characteristics of Clinical Teachers
Intrinsic Characteristics

- Desire to be a good teacher
- Takes risks
- Positive attitude
- Gives students confidence
- Motivates students
- Keeps students off balance

http://jan.ucc.nau.edu/~slm/AdjCI/Teaching/Teacher.html
Intrinsic Characteristics

• Competence
• Creativity
• Collaboration
• Caring

http://jan.ucc.nau.edu/~slm/AdjCI/Teaching/Teacher.html
Intrinsic Characteristics

- Interest in teaching
- Good interpersonal and communication skills
- Competent performance in clinical care
- Enthusiasm
Intrinsic Characteristics

- Communication skills
- Careful analysis of learner
- Skill in teaching AND in practice
- Motivates the learner
Top clinician is not always the best teacher!
As a clinician...

- Communicate to evaluate the patient
- Analyze evidence found on examination
- Follow principles to manage the case
- Motivate the patient to do their part
Preceptorship links classroom knowledge to real patient management of problems
Preparing the Clinical Teaching Environment

• Create a positive, supportive learning environment
Preparing the Clinical Teaching Environment

• Create a positive, supportive learning environment

• Support Student Goals
Preparing the Clinical Teaching Environment

• Create a positive, supportive learning environment
• Support Student Goals
• Interdisciplinary Teaching
Preparing the Clinical Teaching Environment

- Create a positive, supportive learning environment
- Support Student Goals
- Interdisciplinary Teaching
- Time commitment
Preparing the Clinical Teaching Environment

• Create a positive, supportive learning environment
• Support Student Goals
• Interdisciplinary Teaching
• Time commitment
• Patient availability
Preparing the Clinical Teaching Environment

• Create a positive, supportive learning environment
• Support Student Goals
• Interdisciplinary Teaching
• Time Commitment
• Patient Availability

• Safe Environment
Preparing the Clinical Teaching Environment

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• **Learning Contract** (Click here for sample learning contract)
Assessing the Learner

• Facilitate instruction
• Master competencies
• Ensure success of future practitioners
Who are these “Learners”???

Generation Y
(Millennials)
1980 - 2000

• Tech savvy
• Instant Gratification
• Need feedback
• Want immediate results
• Multi-task well
Assessing the Learner

• Diagnostic teaching
• Assess knowledge level / skill set / learning style
• Identify student learning needs
• Apply those needs to the learning contract
• Personalize learning
• Create guide for assessment
• Identify strengths
Learning Contract

- Sets Goals and Methods
- Student & Preceptor participate
- Connecting learning in the clinical environment
- Creates standards to measure during the rotation
- Discuss evaluation methods at onset of rotation
- Can use the rotation Syllabus for objectives

Click below for Learning Contract video
https://www.youtube.com/watch?v=8BFCgFvoWx4
Personalize the teaching based on the student assessment, the learning contract and the clinical situation.
Teaching Styles - Techniques - Tools -

- Teaching Moments
- Reflective Practice
- Clinical Reasoning
- Active Learning
- TIPPS
- Two-minute lecture
- Demonstration
Implement the teaching tools and techniques to transition to Learner-Centered Teaching
## Comparison of Teacher-Centered and Learner-Centered Paradigms

<table>
<thead>
<tr>
<th><strong>Teacher-Centered Paradigm</strong></th>
<th><strong>Learner-Centered Paradigm</strong></th>
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</thead>
<tbody>
<tr>
<td>• Knowledge from professor to student</td>
<td>• Student constructs knowledge</td>
</tr>
<tr>
<td>• Passively receives knowledge</td>
<td>• Actively involved</td>
</tr>
<tr>
<td>• Teaching and assessing separate</td>
<td>• Teaching and assessing intertwined</td>
</tr>
<tr>
<td>• Assessment is to monitor learning</td>
<td>• Assessment is to promote &amp; diagnose learning</td>
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<tr>
<td>• Desired learning – assessed indirectly through objectively scored tests</td>
<td>• Desired learning is assessed directly through papers, projects, portfolios, etc.</td>
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<tr>
<td>• Single discipline</td>
<td>• Interdisciplinary</td>
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<tr>
<td>• Only students are viewed as learners</td>
<td>• Teacher and students learn together</td>
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</tbody>
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Learner-Centered Assessment on College Campuses by Huba and Freed 2000
Learner-Centered Teaching

• Facilitates best teaching practices
• Cultivates teacher focus on learner needs
• Increases student engagement
• Develops life-long learning skills
Adult Learners

- Internally motivated
- Self-directed
- Relevancy oriented
- Like to be respected

http://www.educatorstechnology.com/2013/05/awesome-chart-on-pedagogy-vs-andragogy.html
Medical students are in transition from classroom to clinic - from passive learning to active (adult) learning.

Excellent teaching preceptors facilitate that transition through preparation, diagnostic assessment and learner-centered teaching.
Clinician teachers – have intrinsic qualities in experience (knowledge), teaching abilities and human characteristics...

- Competence
- Caring
- Communication
- Creativity

Peppered with passion
Sprinkled with positive attitude
Seasoned with humor
Clinical Teaching Excellence

- Clinical Teaching Techniques
- Assessing the Learner
- Preparing the Learning Environment
- Learner-centered Teaching
- Intrinsic Characteristics