



Clinical Teaching

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Session Objectives



- Internalize the “big picture” of medical education as integral to clinician educators
- Identify core skills of a clinician educators
- Explain the 1st step of teaching: setting expectations
- Review “mindful” teaching

Where is Clinical Teaching?

On the wards ***

Clinic ***

Lectures

Small group

Research

Etc.....



The Big Clinical Education Picture



Knowledge and Understanding

- Didactics
- Cases

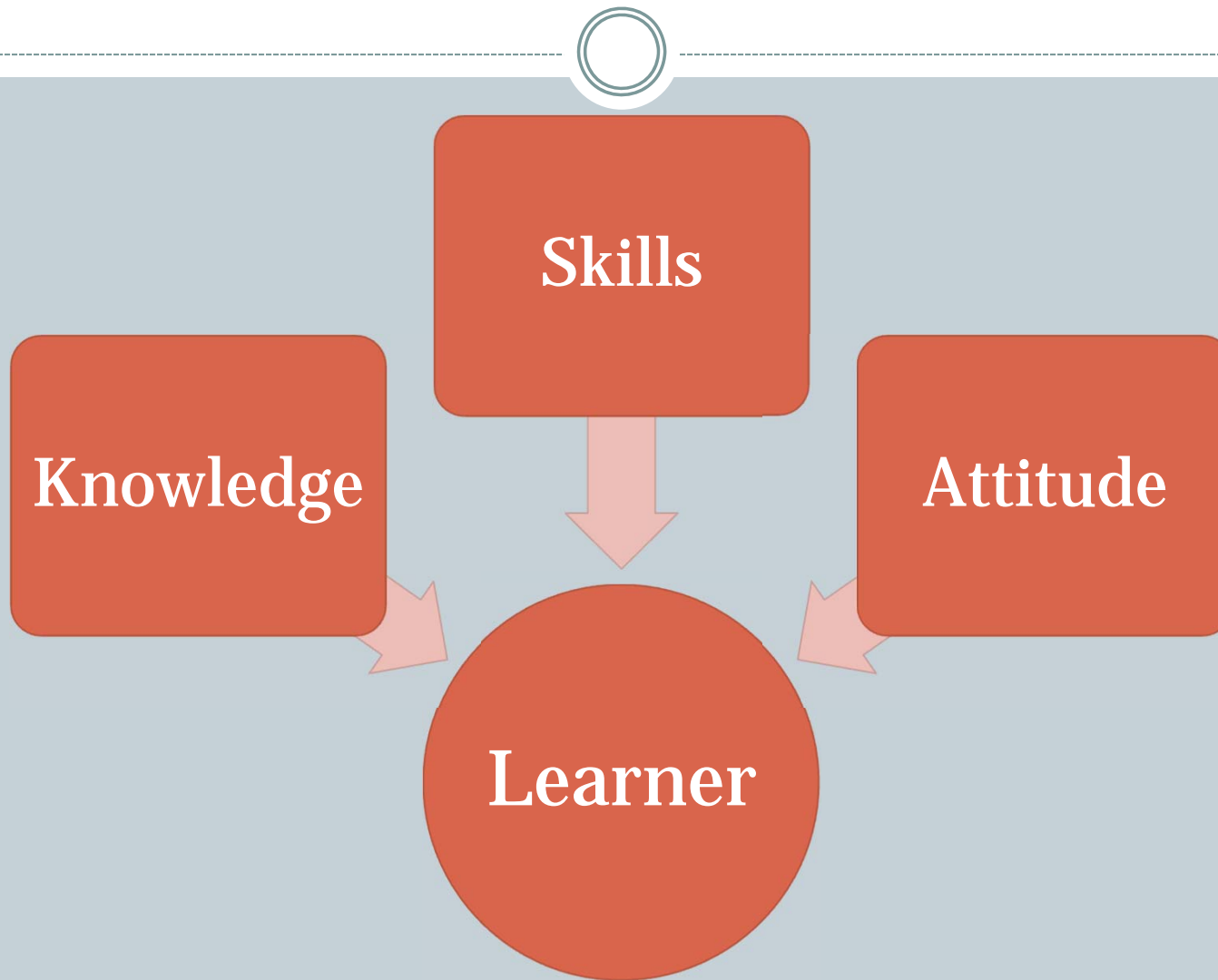
Skills

- Clinical Care

Attitudes/Values

- Observation
- Prior experiences
- Role Models/Mentors

What is Your Role as a Teacher?



Your Goal



Ability/Skill

Confidence

Questions to ask yourself when planning a clinical teaching session

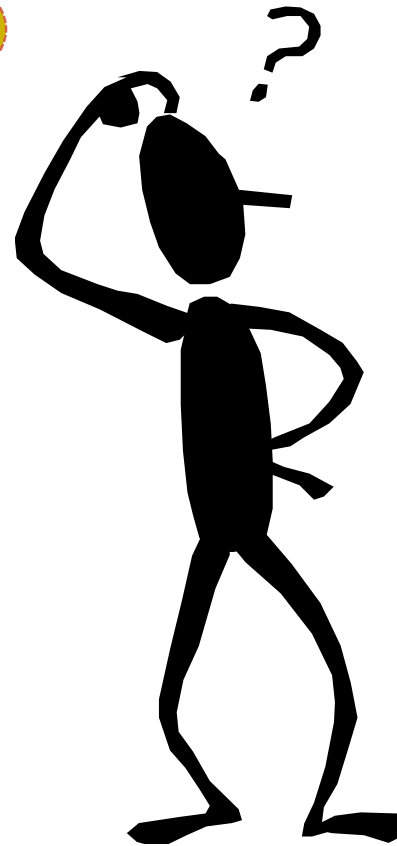


What am I teaching?

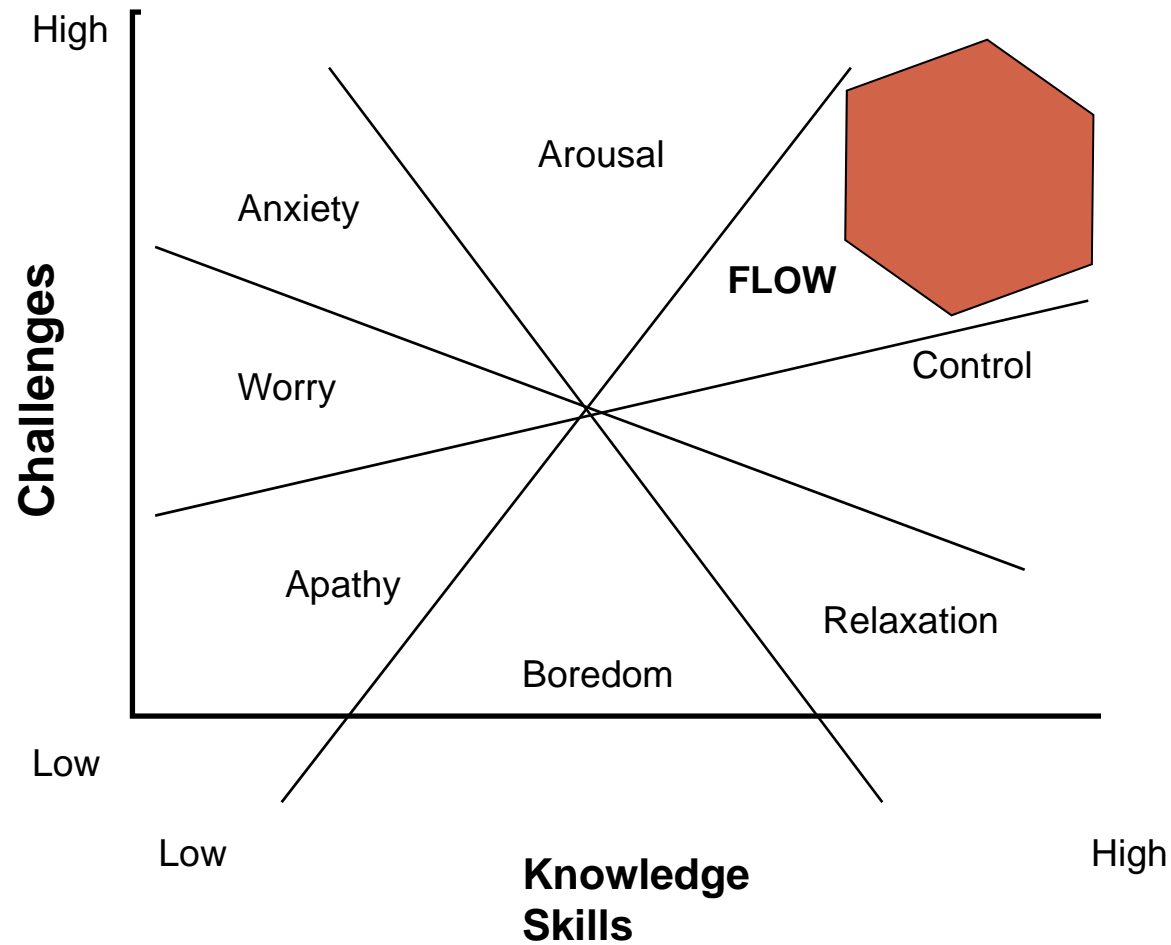
Who am I teaching?

How will I teach it

How will I know if the students understand?



“FLOW” EXPERIENCES IN RELATION TO CHALLENGES AND SKILLS



Step #1-Setting Expectations

- Three step process
 - 1. Pre-meet
 - 2. In session
 - 3. End of session
- Use Questions

CLEAR AND
REASONABLE
EXPECTATIONS



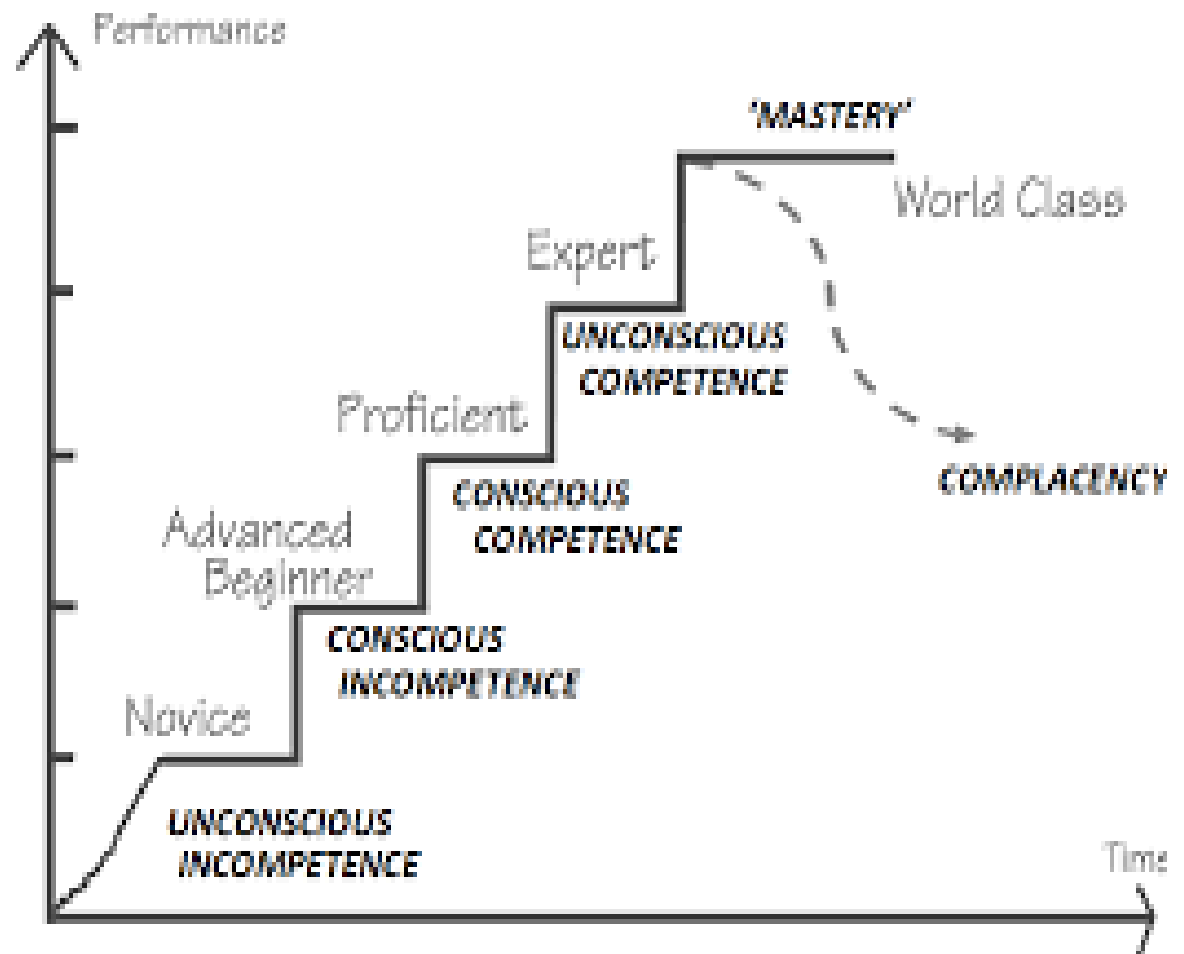
Stages of Learning

Stage 1:
Unconscious
Incompetence

Stage 2:
Conscious
Incompetence

Stage 3:
Conscious
Competence

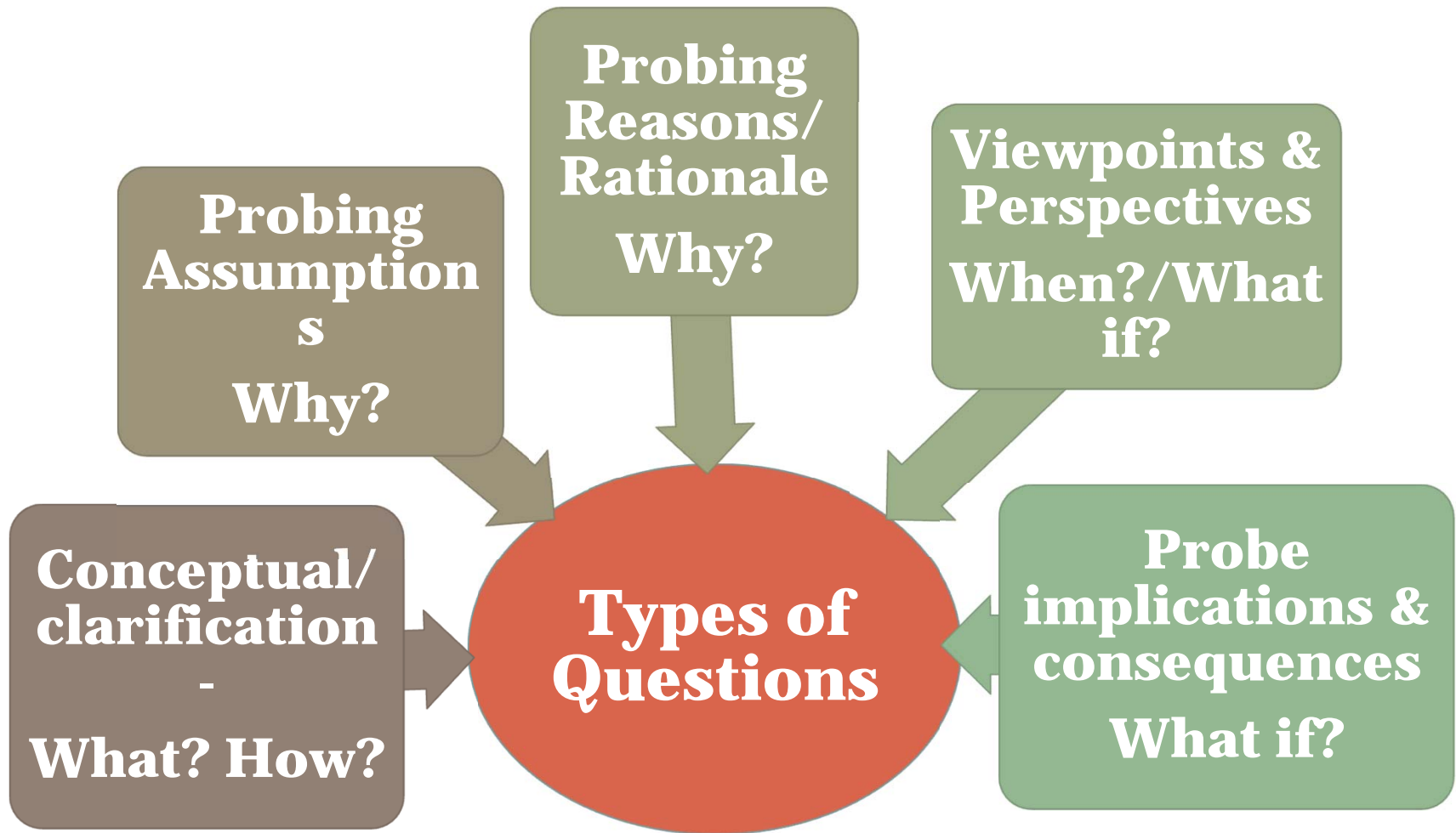
Stage 4:
Unconscious
Competence



Socratic Questions → Socratic Dialogue
→ Critical Thinking

**Goal: Probe
thinking of
learners**

**Analyze &
assess a
concept or
line of
reasoning**



General Guidelines for Questioning



- Think along with the learner
- There are Always a Variety of Ways You Can Respond
- Do Not Hesitate to Pause and Reflect Quietly
- Keep Control of the Discussion
- Periodically Summarize
- Assess where the discussion is:
 - What Questions are Answered; What Questions are Yet Unresolved



Scenarios



- 1. Failure to thrive and ileal resection**
- 2. Diabetes-type 1**
- 3. Mucositis**
- 4. Lymphangitis secondary to lyme's disease**
- 5. Febrile infant under 3 months**
- 6. Gastroenteritis-prolonged**
- 7. UTI in a toddler**
- 8. Acute vs chronic asthma presentation**

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- 1. Rectal bleeding in an infant, in a toddler or in an adolescent**
- 2. Abdominal pain in the same age groups**
- 3. Chronic constipation in the same age groups**
- 4. Dysphagia in a child**
- 5. Failure to thrive**
- 6. Diabetes-type 1**

Clinical Teacher



- Diagnoses learner needs
- Observes
- Role models (knowledge, skills and attitudes)
- Demonstrates care
- Debriefs cases
- Provides feedback
- Encourages learner reflection



Notable Tensions as a Teacher



- When to ask and when to tell?
- When to model and when to watch?
- When to discuss process and when to discuss content?
- When to see a patient and when to follow learner from afar?



Overcoming obstacles to teaching: TIME

- Use “**point of care**” practices as teaching opportunities (connect book medicine with clinical medicine)
- Teach in “**small bites**” (2-3 minutes)
- “**Just in time**” – emails, review log books, look ups assignments with f/u with discussions
- Teach your learners to be proactive (contract a minimum of **one teaching point per session**)



Overcoming obstacles to teaching

SKILLS

#1 Teaching is a learning experience, don't be afraid of not knowing something – look it up & discuss

- role models self-directed learning

#2 Ask learner for feedback about teaching

- “How can I make learning better for you?”
- “Did you experience what you expected today?”
- “Unanswered questions from today?”



How to Teach Anybody Anything-Be *Mindful

- **Tip 1**
 - Mindful of the right amount of information, for learner level
- **Tip 2**
 - Mind the gap in knowledge and/or skills
- **Tip 3**
 - Mind the time
- **Tip 4**
 - Mind the student reaction
- **Tip 5**
 - Mindful feedback
- **Tip 6**
 - Monitor stress, aim optimal
- **Tip 7**
 - **Be mindful-in the moment- when you are with learners**

William Osler



- “The value of experience is not in seeing much, but in seeing wisely.”
- “No bubble is so iridescent or floats longer than that blown by the successful teacher.”