



DONALD AND BARBARA
ZUCKER SCHOOL *of* MEDICINE
AT HOFSTRA/NORTHWELL



Clinical Teaching

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DEVELOPMENT
NORTHWELL HEALTH ORGANIZATION
ZUCKER SCHOOL OF MEDICINE

Session Objectives



- Internalize the “big picture” of Health Professions 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 ***

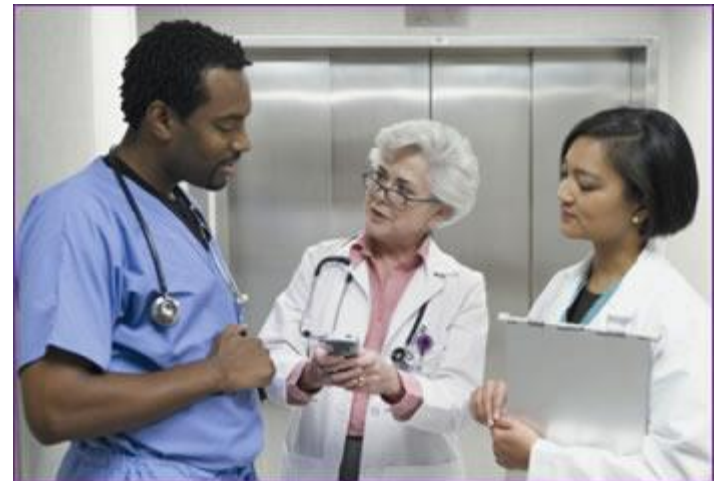
Clinic ***

Lectures

Small group

Research

Etc....



The Big Clinical Education Picture



Knowledge and Understanding

- Didactics
- Cases

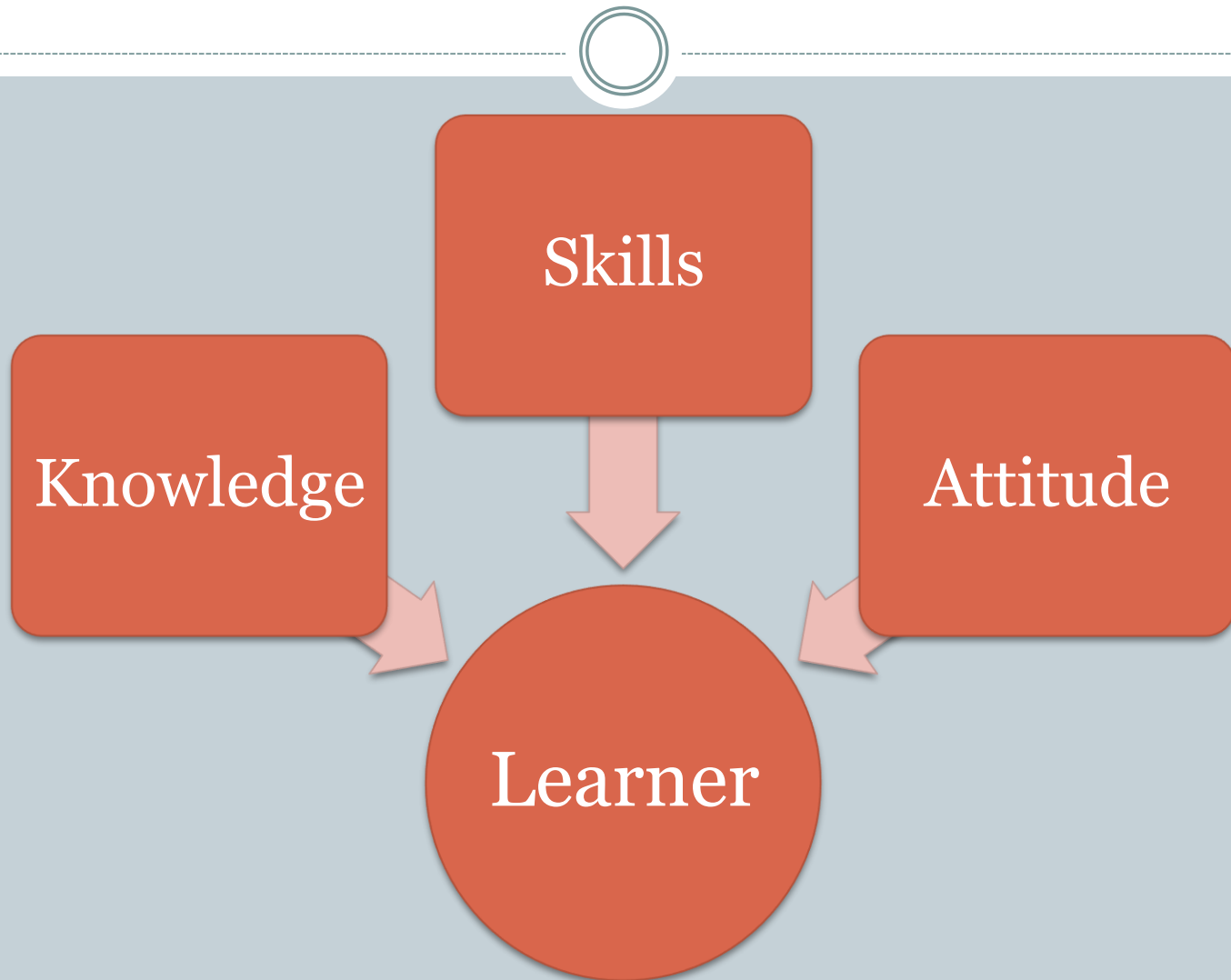
Skills

- Clinical Care

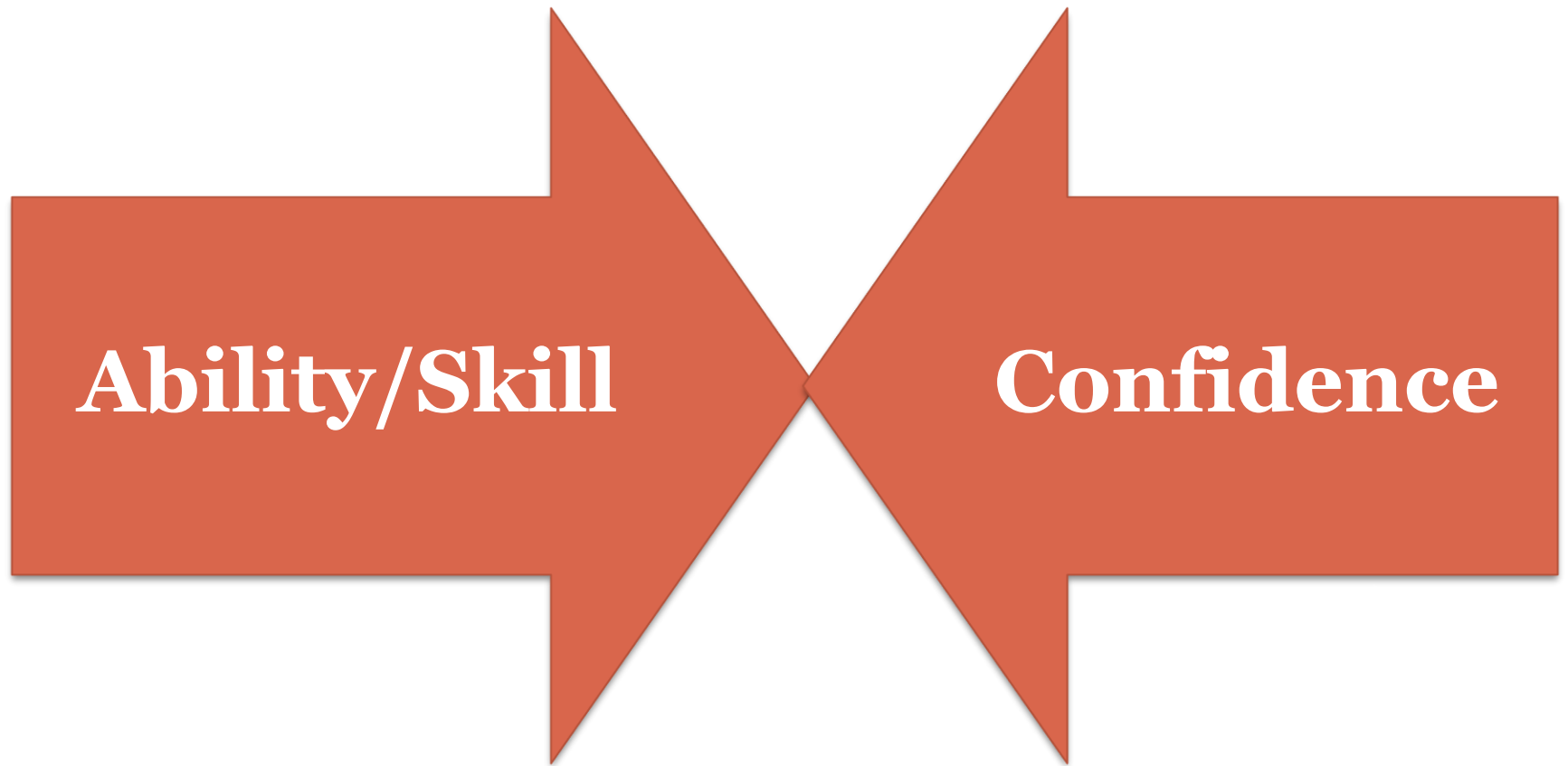
Attitudes/Values

- Observation
- Prior experiences
- Role Models/Mentors

What is Your Role as a Teacher?



Your Goal



Questions to ask yourself when planning a clinical teaching session

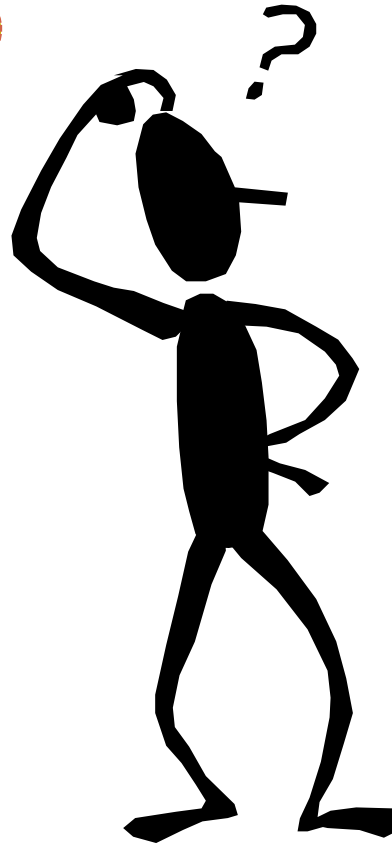


What am I
teaching ?

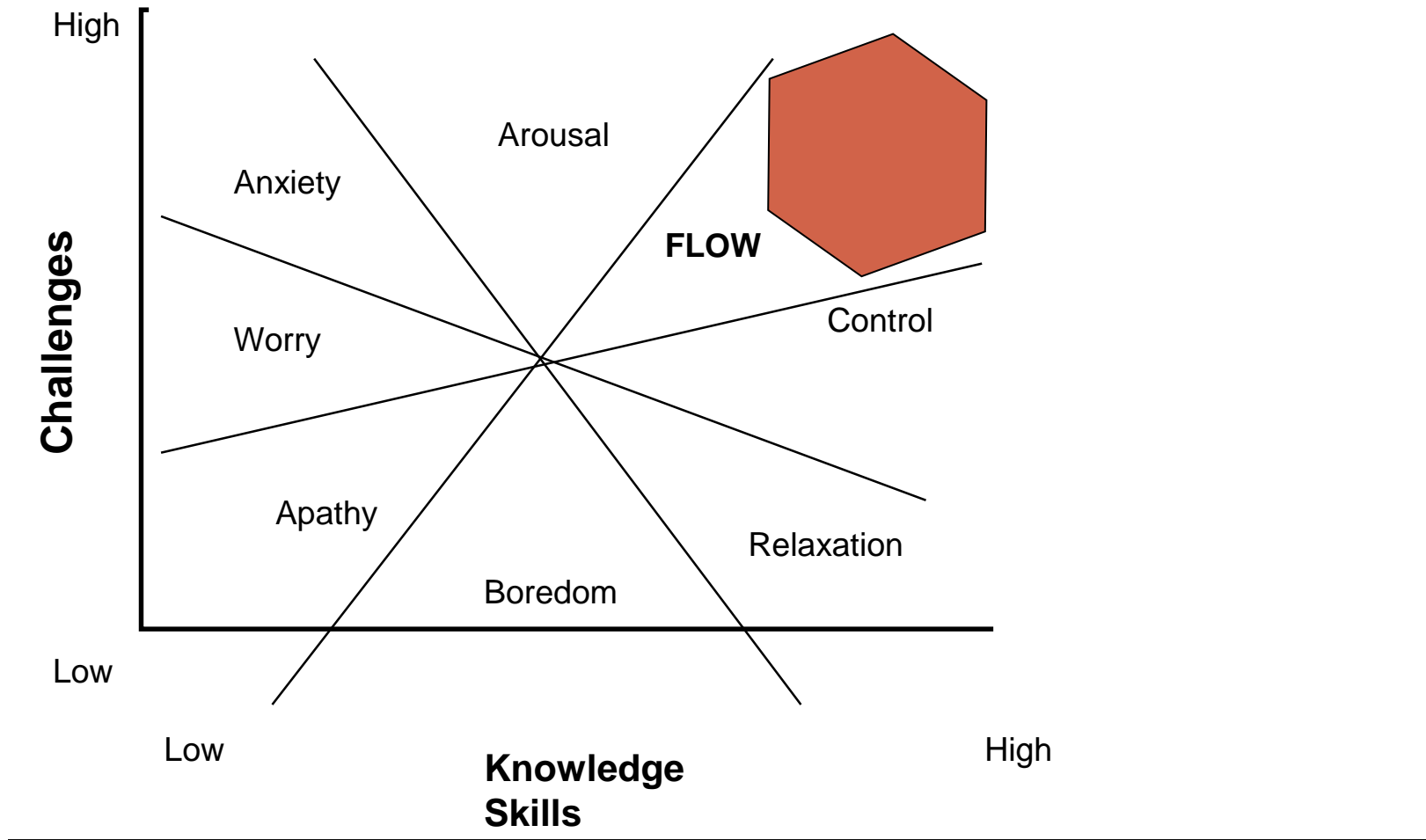
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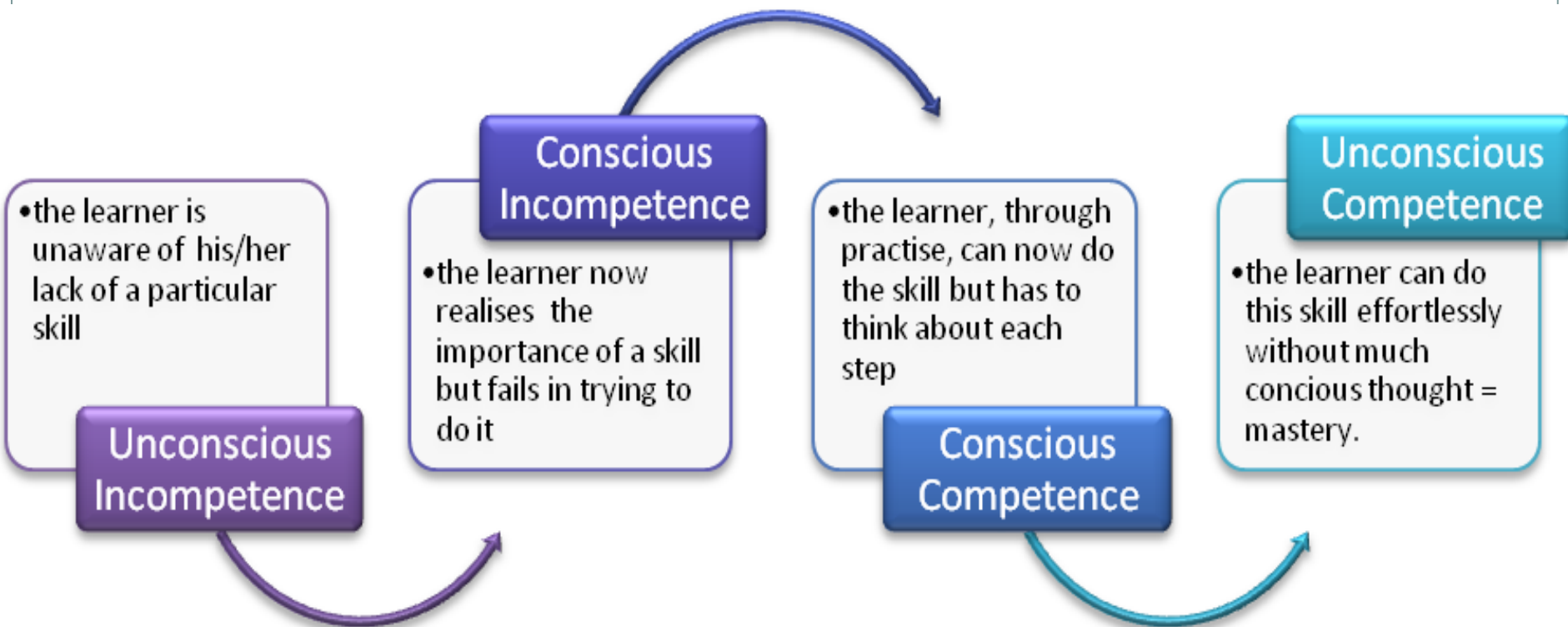
How will I
teach it

How will I know
if the students
understand?



“FLOW” EXPERIENCES IN RELATION TO CHALLENGES AND SKILLS





The Conscious Competence Learning Model
The way we acquire a new skill

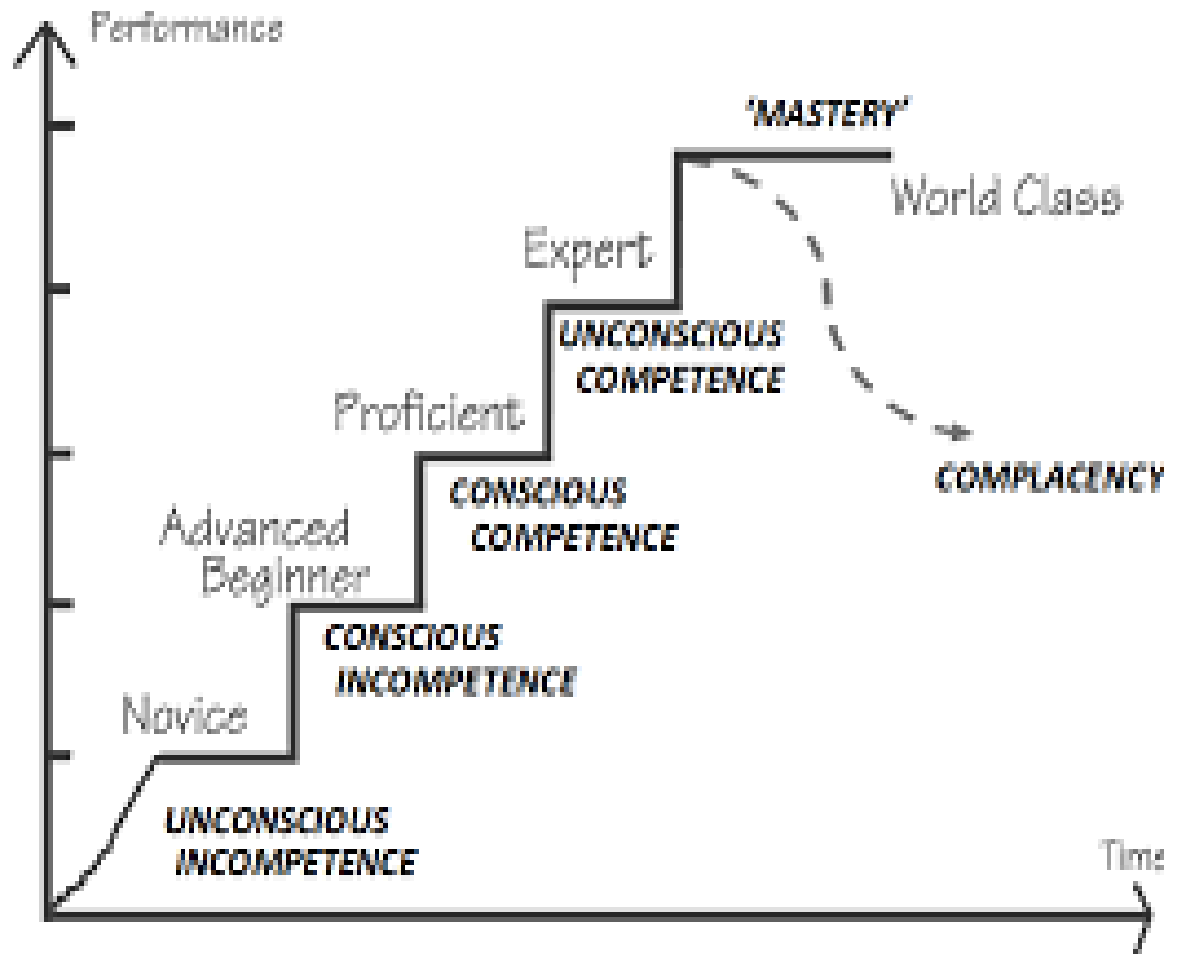
Stages of Learning

Stage 1:
Unconscious
Incompetence

Stage 2:
Conscious
Incompetence

Stage 3:
Conscious
Competence

Stage 4:
Unconscious
Competence



CLINICAL TEACHING



- ▶ What do I need to know to be an effective clinical teacher?
- ▶ What role (s) will I need to adopt?
- ▶ What attributes do I need to possess?
- ▶ What teaching strategies do I need to apply, and in what circumstances?
- ▶ How do I know my clinical teaching is effective?

Clinical Teacher



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

Notable Tensions



- 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 from afar



Adaptation of Teaching Styles



- **Provider**
 - Sets objectives and expectations, conveys knowledge, and provides feedback
- **Facilitator**
 - Helps the learner set the objectives and provide self feedback
- **Consultant**
 - The learner sets the agenda and informs the preceptor how he/she can be of help

For Preceptors: Diagnosis Your Learner

How to use cognitive learning theory in clinical teaching?



Help students to identify what they already know

- “Activate” prior knowledge through brainstorming and briefing

Help students elaborate their knowledge

- Provide a bridge between existing a new information- for example, use of clinical examples, comparisons, analogies
- Debrief the students afterwards
- Promote discussion and reflection
- Provide relevant but variable contexts for the learning

The Developmental Stages of Learners (Perry)



- **Dualism**
 - Learners view knowledge as finite and obtainable
- **Multiplicity**
 - Learners begin to accept there is uncertainty but continue to see things as either right (evidence-based) or wrong (anecdotal)
- **Relativism**
 - Learners begin to evaluate different opinions and begin to view their opinions as just as valuable as any other opinion.
- **Commitment**
 - Learners can tolerate the constant tension created by uncertainty and act in the face of uncertainty

Step #1-Setting Expectations

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

CLEAR AND
REASONABLE
EXPECTATIONS

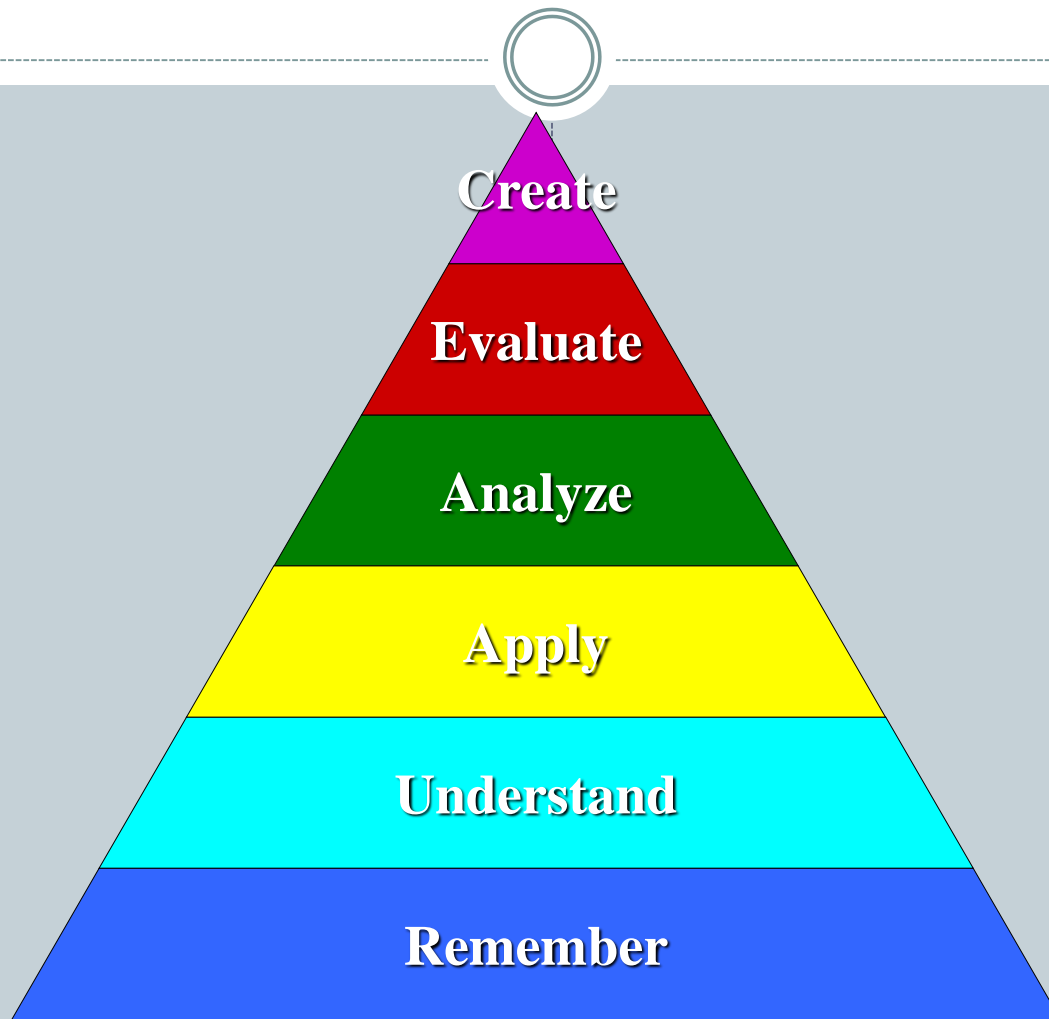


How to use questions??



- Restrict use of closed questions
- **(What? When? How many?)**
- Use open or clarifying/probing questions
- **(What are the options? What if?)**
- Allow adequate time for students to give a response-
- Follow a poor answer with another question
- Answer learners' questions-with counter questions
- Statements make good questions-for example, "Students sometimes find this difficult to understand"
- Be non-confrontational

Bloom's Taxonomy



Based on revised Bloom's taxonomy.
APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

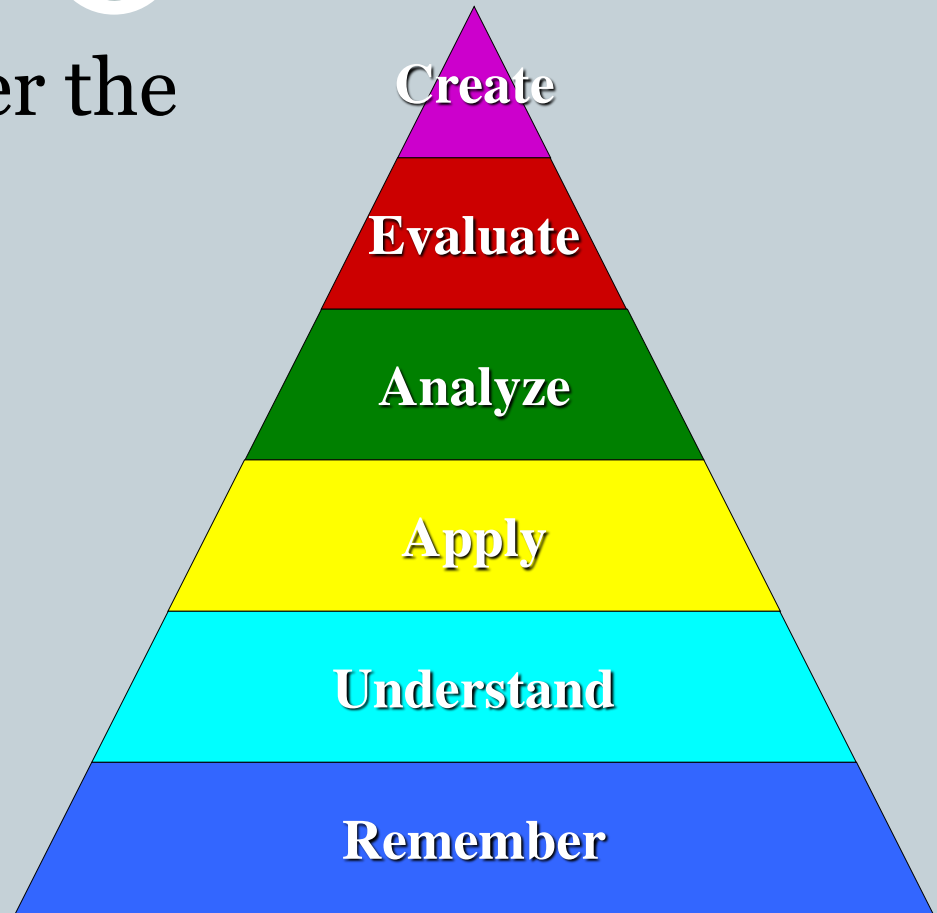
Remember



Recall or remember the information

Examples of verbs:

- Identify
- List
- Define
- Name
- Remember



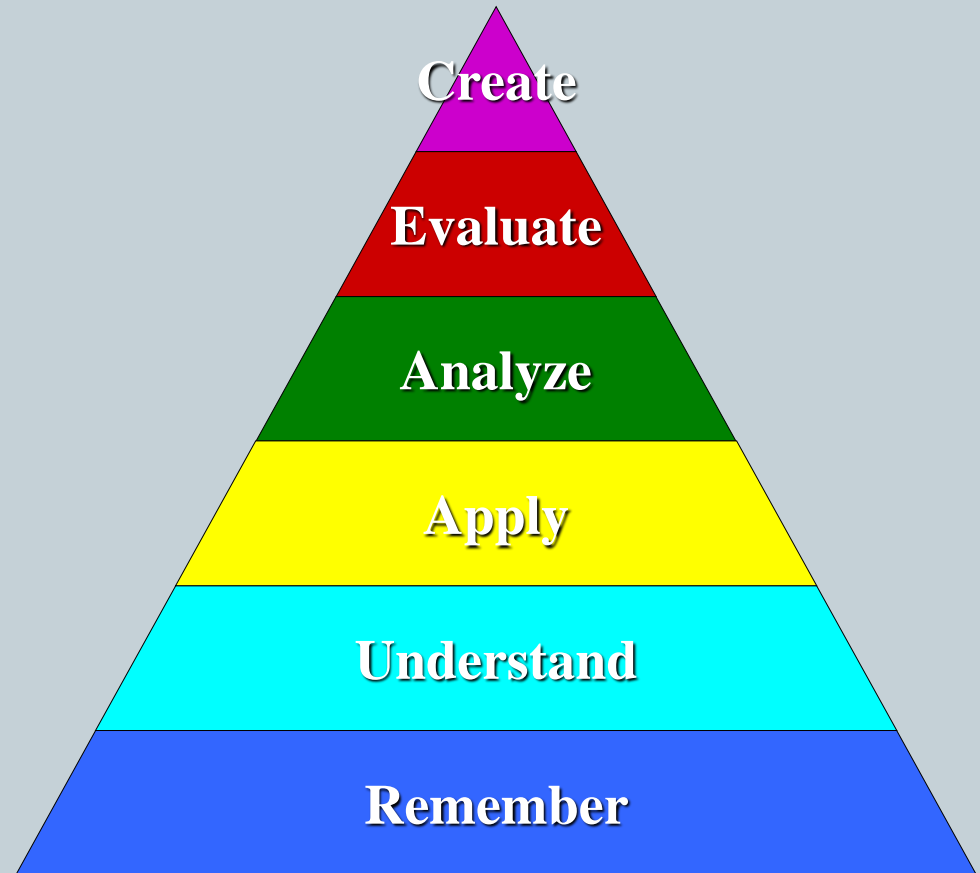
Understand



Explain ideas or concepts

Examples of verbs:

- Describe
- Give example
- Explain
- Summarize
- Discuss



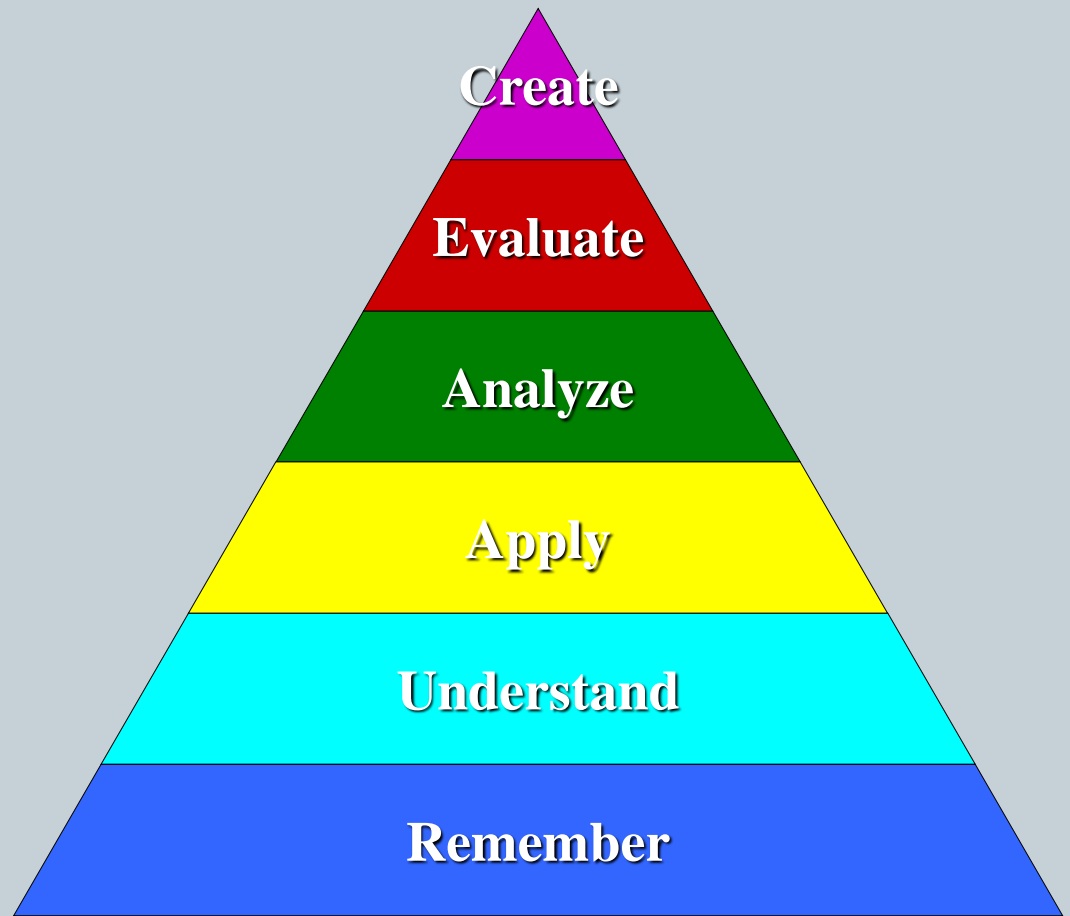
Apply



Use information
in a new way

Examples of verbs:

- Confirm
- Interpret
- Apply
- Utilize
- Demonstrate



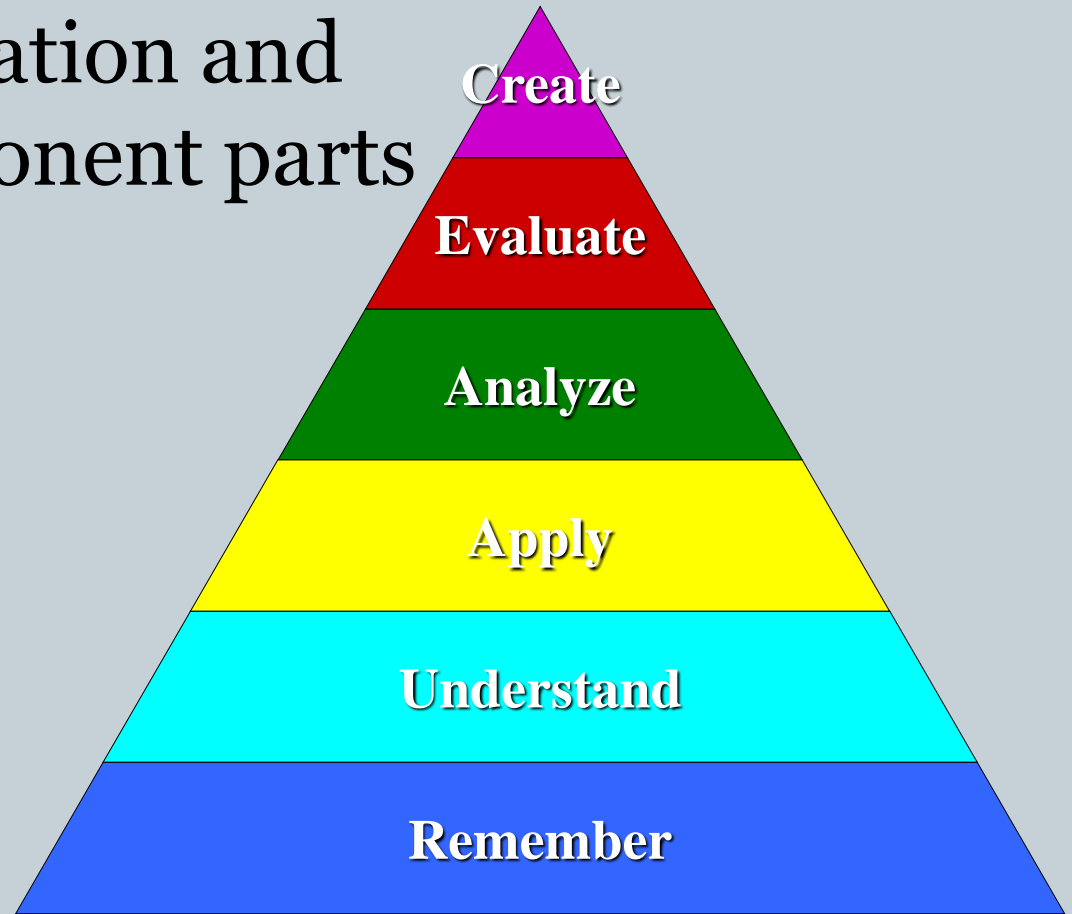
Analyze



Examine information and
break into component parts

Examples of verbs:

- Distinguish
- Compare
- Differentiate
- Outline



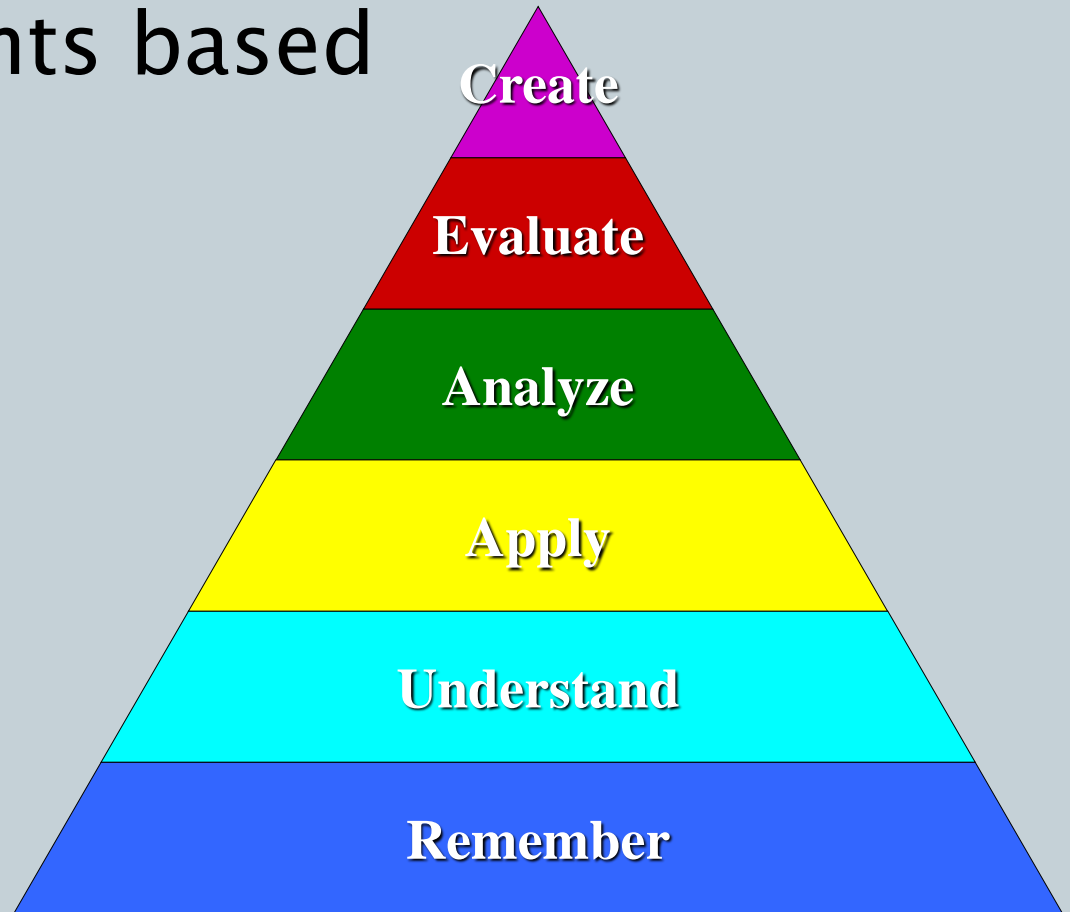
Evaluate



Make judgments based on criteria

Examples of verbs:

- Decide
- Justify
- Assess
- Choose



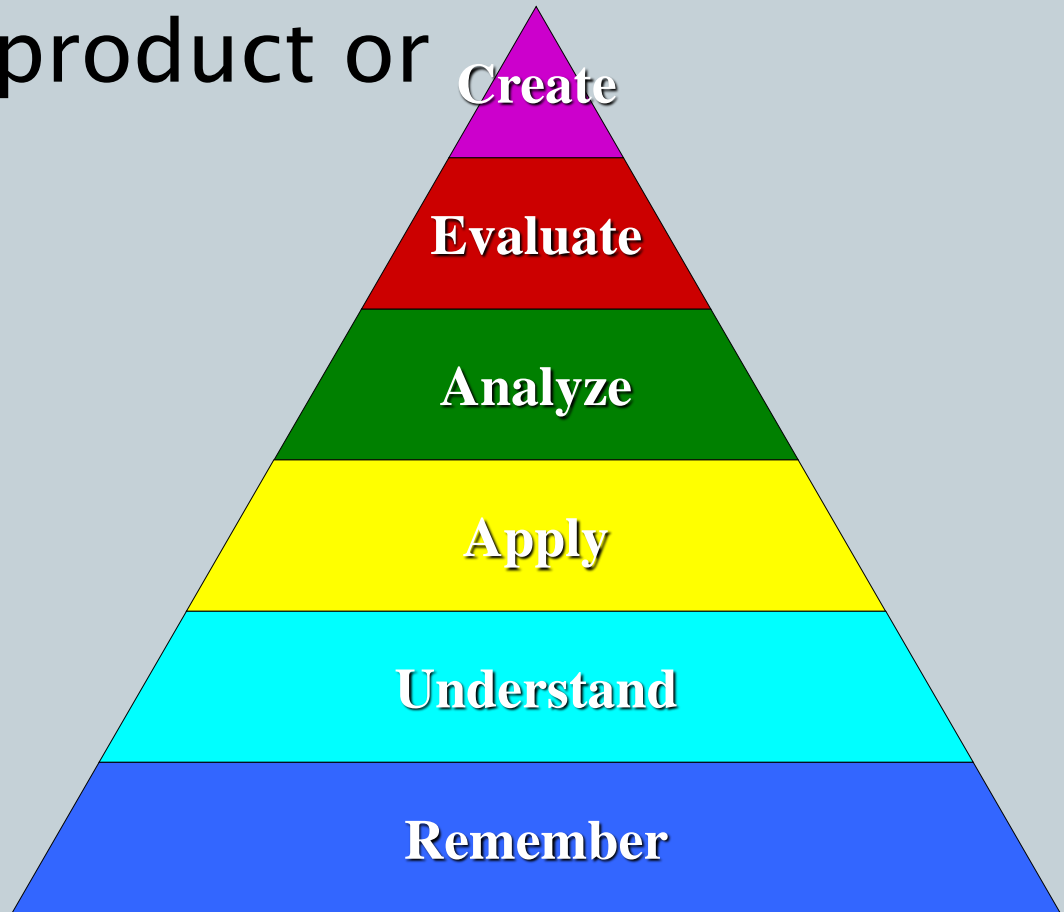
Create



Create a new product or point of view

Examples of verbs:

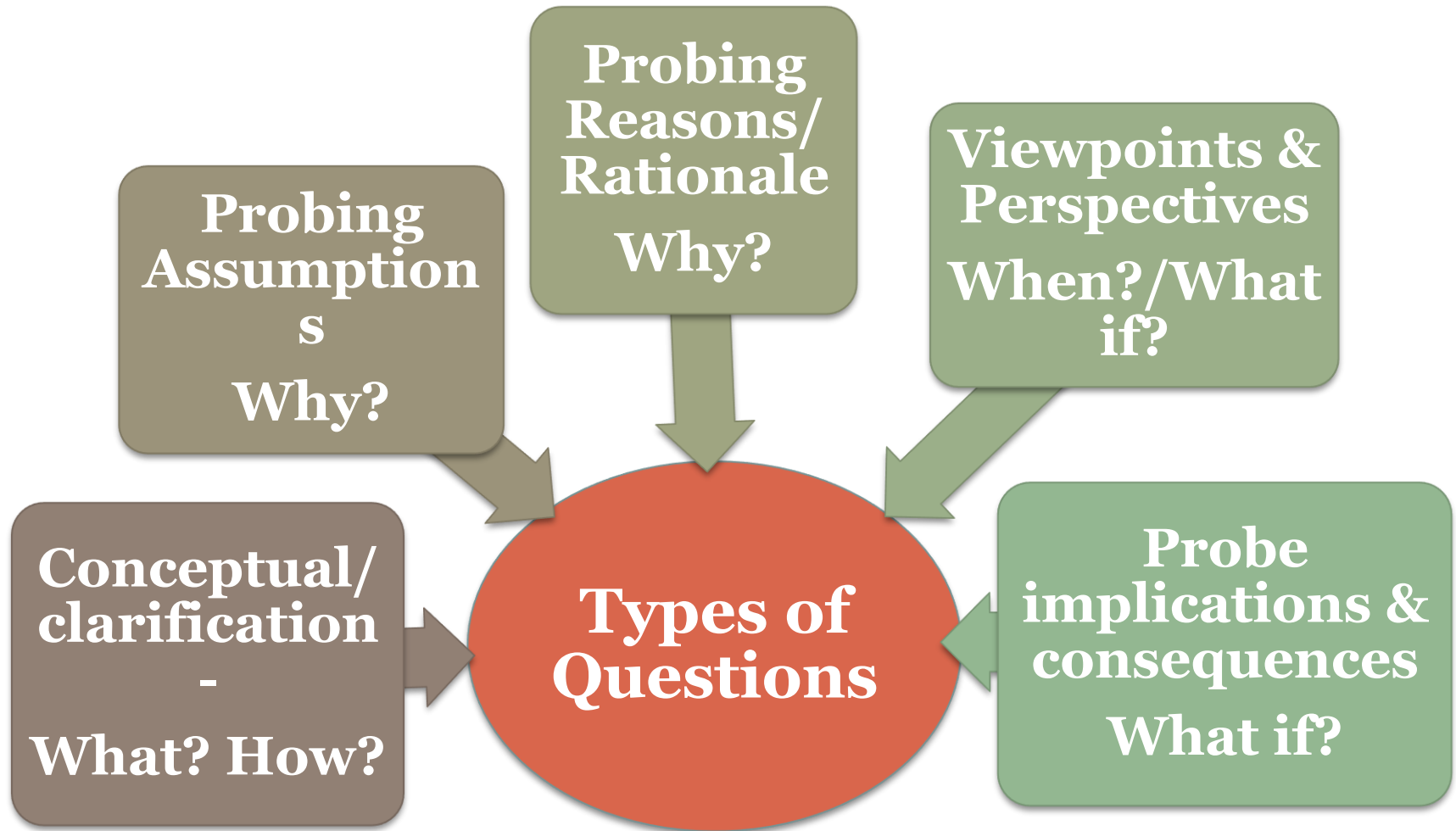
- Propose
- Role-play
- Develop
- Design
- Generate



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



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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.”