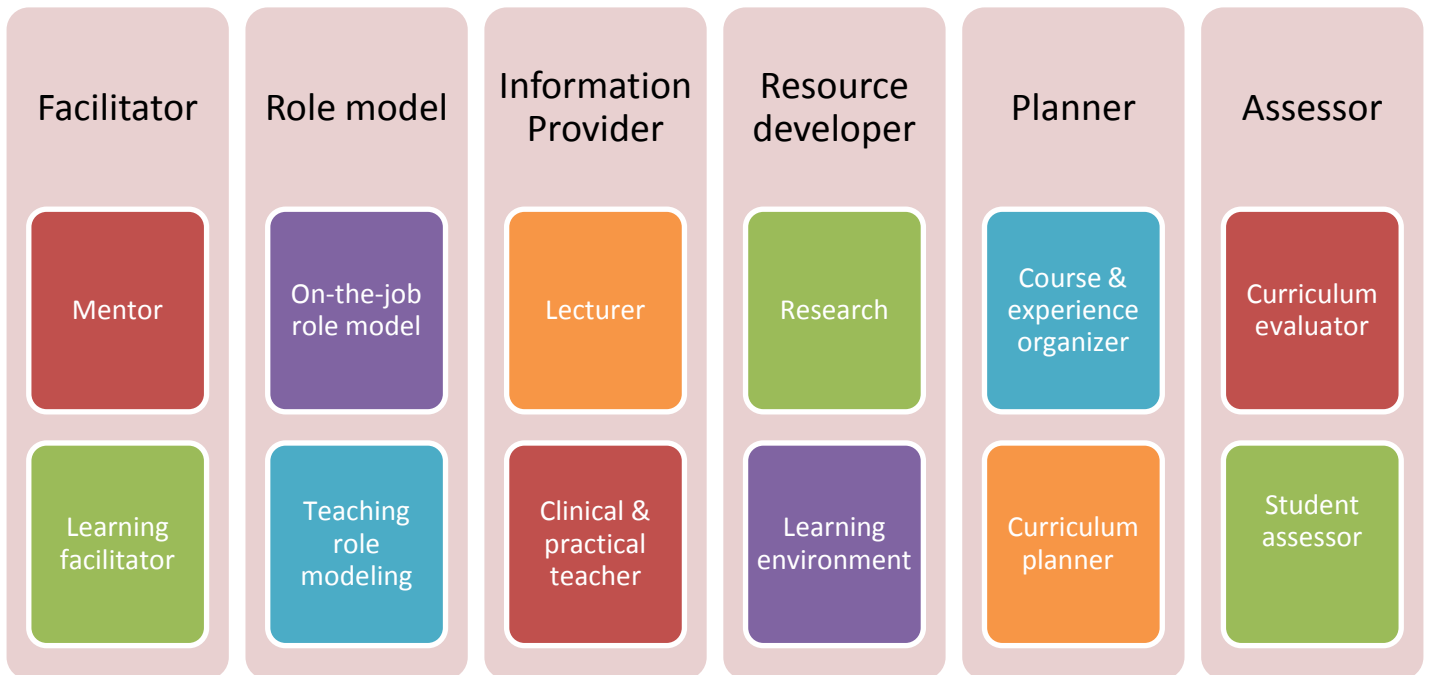
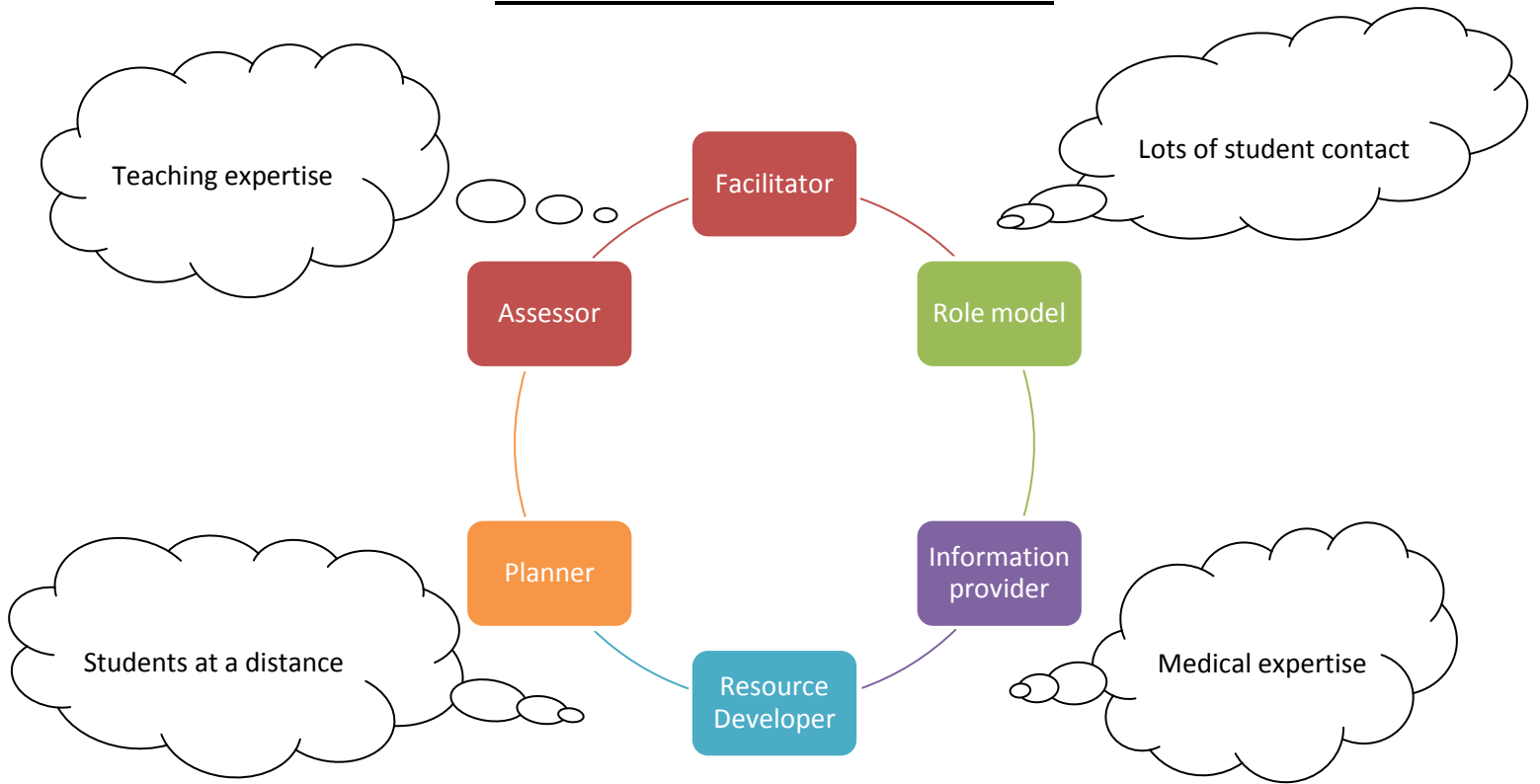


12 Roles of the Medical Teacher



Key Skills for Medical Teachers

Facilitator	Role model	Information Provider	Resource developer	Planner	Assessor
<ul style="list-style-type: none"> • Mentors <ul style="list-style-type: none"> • have a long term commitment to mentees development • coaches the mentee and doesn't provide answers to problems • has own personal development as a result of the relationship • Learning facilitators <ul style="list-style-type: none"> • establishes an effective learning environment • involves learners in diagnosing their own needs • establishes rapport with learners 	<ul style="list-style-type: none"> • On-the-job role models <ul style="list-style-type: none"> • demonstrate the skill or behavior, commenting on what was done and explaining how and why it was done • silently articulate values in multiple settings • is conscious of the personal qualities that promote healing - compassion, honesty & integrity • Teaching role modeling <ul style="list-style-type: none"> • being accountable for behaviors, even in difficult moments • being explicit about what is personality and what can be learned 	<ul style="list-style-type: none"> • Lecturers <ul style="list-style-type: none"> • content experts • understands adult learning theory and pedagogy • student centered approach • Clinical & practical teachers <ul style="list-style-type: none"> • recognizes and provides teachable moments • shows enthusiasm for practice and teaching • is able to learn from mistakes and be both reflective and articulate about it 	<ul style="list-style-type: none"> • Researchers <ul style="list-style-type: none"> • contributes to new knowledge in the field • creates resources for learners • Creates learning environment <ul style="list-style-type: none"> • recognizes and understands teachable moments • keeps learners interested and engaged in learning 	<ul style="list-style-type: none"> • Course organizers <ul style="list-style-type: none"> • can articulate educational goals and objectives • can anticipate learner's needs • gives learners the opportunity to reflect on their learning • Curriculum planners <ul style="list-style-type: none"> • development of learning outcomes • assessment procedures • program goals & objectives 	<ul style="list-style-type: none"> • Curriculum evaluators <ul style="list-style-type: none"> • understands strengths and weaknesses of the curriculum • constantly seeking to improve quality • Student assessors <ul style="list-style-type: none"> • not expecting more from your learners than from yourself • being able to acknowledge learner's growth and development • being explicit about areas of growth needed • knowing the difference between formative and summative evaluations

Adapted from Harden, R.M & Crosby, J (2000), Wright, S.M. & Carrese, J.A. (2002), Kaufman, DM (2003), McLean, Cilliers & Van Wyk (2008)

According to Cruess, Cruess & Steneirt (2008), role modeling is a powerful teaching tool for passing on the knowledge, skills and values of the medical professional, but its net effect on the behavior of students is often negative rather than positive. Strategies to help doctors become better role models is to make a conscious effort to articulate what is being modeled, and to make the implicit explicit.