





Royal College of  
General Practitioners

# TEACHING IN THE CLINICAL ENVIRONMENT



**PROFESSOR TREVOR GIBBS**

**Deputy Chair ( Policy)**

**Royal College of General Practitioners-Scotland.**

**Professor of General Practice & Medical Education**

**Visiting Professor Gifu University School of Medicine**



**MAXIMISING  
THE  
OPPORTUNITIES**



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# TEACHING IN THE CLINICAL ENVIRONMENT



**DOCTOR = DOCERE = TEACHER**

# TEACHING IN THE CLINICAL ENVIRONMENT



**DOCTOR = DOCERE = TEACHER**

**Responsibility to : -**

- **Management & Service**
- **Patients & Society**
- **Legal; re-licensure / re-certification**

*“ and ourselves ”*

# TEACHING IN THE CLINICAL ENVIRONMENT



## DOCTOR = DOCERE = TEACHER

- Information giver
- Role model
- Facilitator
- Assessor
- Curriculum & Course planner
- Creator of resource material

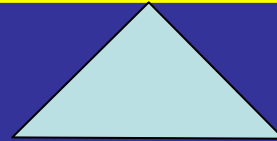


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# TEACHING IN THE CLINICAL ENVIRONMENT



**DOCTOR** ← → **TEACHER**



**Time, Environment, Commitment & Motivation**

# TEACHING IN THE CLINICAL ENVIRONMENT



## Excellent clinical teachers:

- share a passion for teaching;
- are clear, organised, accessible, supportive and compassionate;
- are able to establish rapport;
- provide direction and feedback;
- exhibit integrity and respect for others;
- demonstrate clinical competence;
- utilise planning and orienting strategies;
- possess a broad repertoire of teaching methods and scripts;
- engage in self-evaluation and reflection;
- drawing upon multiple forms of knowledge, they target their teaching to the learners' level of knowledge.



# TEACHING IN THE CLINICAL ENVIRONMENT



## WHAT GOES WRONG:

- Time constraints
- Work demands—clinical, research or administrative
- Often unprepared
- Engaging multiple levels of learners
- Patient related challenges: short stays; too sick or unwilling to participate in a teaching encounter
- Lack of incentives and rewards for teaching
- Physical clinical environment

# TEACHING IN THE CLINICAL ENVIRONMENT



## WHAT GOES WRONG:

- **Lack of clear objectives and expectations**
- **Teaching pitched at the wrong level**
- **Focus on recall of facts rather than problem solving**
- **Lack of active participation by learners**
- **Inadequate direct observation of learners and feedback**
- **Insufficient time for reflection and discussion**
- **Lack of congruence with the rest of the curriculum**

# TEACHING IN THE CLINICAL ENVIRONMENT



## MAXIMISING THE POTENTIAL THROUGH ORGANISATION

- TWO TECHNIQUES FOR TEACHING
- ONE MODEL OF A CLINICAL TEACHER
- ASSESSMENT
- FEEDBACK

# TEACHING IN THE CLINICAL ENVIRONMENT



## MODEL 1; THE STANFORD MODEL

- **Promote a positive learning environment**
- **Control the session**
- **Communicate the goals**
- **Promote understanding**
- **Assess appropriately**
- **Provide feedback**
- **Promote self directed learning**

# TEACHING IN THE CLINICAL ENVIRONMENT



## MODEL 2; THE 1 MINUTE PRECEPTOR (micro-skills) MODEL

- **Setting the commitment**
- **Probe for supporting evidence**
- **Transferring skills**
- **Reinforcing good points**
- **Correcting mistakes**

# TEACHING IN THE CLINICAL ENVIRONMENT



## DUNDEE MODEL OF A GOOD CLINICAL TEACHER

**Doing the right  
thing**

**what**

**Doing the  
thing right**

**how**

**when**

**The right person  
doing it**

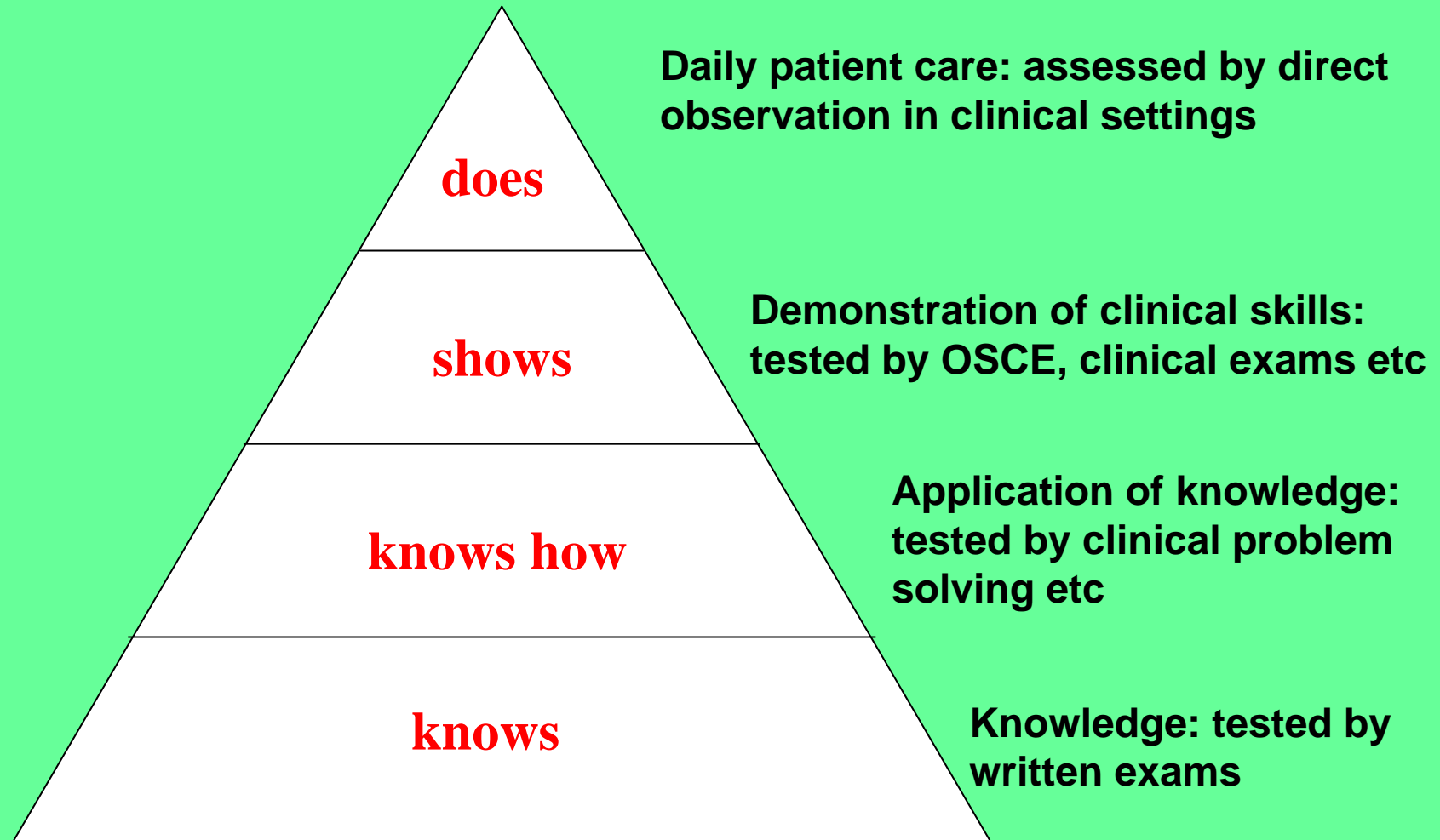
# TEACHING IN THE CLINICAL ENVIRONMENT



## ASSESSMENT:

- **Value given to their quality or competency; is the person being assessed safe to work with patients?**
  - **Objective, not subjective**
  - **Valid - true**
  - **Reliable - reproducible**
  - **Outcomes-based**

# MILLER'S PYRAMID OF COMPETENCY





# TEACHING IN THE CLINICAL ENVIRONMENT



## FEEDBACK:

- **Rarely if ever carried out**
- **Gives insight into teacher and learner**
- **Dynamic action**
- **Creates new goals, new direction**
- **Stimulates self-directed learning**



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## TEACHING IN THE CLINICAL ENVIRONMENT



*“ Clinicians do not become teachers by virtue of their medical expertise, but by a reflective approach to teaching and professional development can foster excellence in clinical teaching.”*



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## TEACHING IN THE CLINICAL ENVIRONMENT



*“ By using an outcome based approach to teaching and learning, clinical faculty can progress along the spectrum of clinical teaching and if they choose to, they can become truly professional teachers.”*



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## TEACHING IN THE CLINICAL ENVIRONMENT



*“ Clinical teachers should attempt to draw a road map of their career as educators, what their ultimate goals are (become technically proficient as teachers or researchers and scholars or develop into educational leaders) and how they intend to progress and accomplish their goals.”*

