

Common Methods and Settings in HPE – **Clinical Teaching**

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Clinical Teaching

Patient's presence adds a significant dimension



The clip of Sir Lancelot Spratt is clearly a parody but it illustrates in an exaggerated form some of the potential pitfalls of clinical teaching such as lack of consideration of the patient's and students' needs.

Clinical teaching often takes place in the presence of a patient, this differentiates it from teaching in other settings. The presence of a patient requires additional considerations.

Clinical Teaching Across the Professions

- Varying models
- Many common principles



Models of clinical teaching used by various healthcare professions differ however there are many common principles that apply across the professions.

What is Clinical Teaching?

Clinical teaching is:

“Teaching and learning focussed on, and usually directly involving, patients and their problems”

Spencer 2003

<http://www.bmj.com/content/326/7389/591.1>

“patient-based and patient-orientated teaching and learning; taking place in natural health related environments.”

Dacre 2003

http://www.faculty.londondeanery.ac.uk/e-learning/explore-further/teaching_and_learning_at_the_bedside.pdf



The slide contains 2 definitions of clinical teaching. Clinical teaching is sometimes called bedside teaching and usually involves the presence of a patient for at least part of the teaching session. Depending on the profession involved one or more students may be present with a clinical teacher. In some professions such as nursing and physiotherapy one student may be present with one preceptor or tutor. In medicine clinical teaching can occur with bigger groups of students. Clinical teaching does not always occur at a hospital bedside (e.g. it can occur in a community setting, an outpatient setting or a patient's home)

Importance of Clinical Teaching



“To study the phenomena of disease without books is to sail an uncharted sea whilst to study books without patients is not to go to sea at all”

Sir William Osler (1849 –1919)



The value of Clinical teaching is undisputed in medicine and across the health professions as illustrated by this quotation from Sir William Osler. Sir William Osler is often known as the father of modern medicine was a Canadian doctor and the first to bring medical students out of the lecture hall for bedside clinical training

Clinical Teaching

Considerations:

- The Teacher
- The Student
- The Patient

- Planning and structuring are important



The Teacher is role modelling as a professional hence it is important to demonstrate good practice such as employing a patient centred approach, ensuring the patient's consent to the teaching, demonstrating good interpersonal skills

The teacher must be aware of both the students' and the patients' needs, e.g. is the patient too tired or unwell to continue, are the students engaged or is a student upset by something they have heard or seen

If possible the patient should be involved e.g. give feedback to the students or give their account of their illness

Value of Clinical Teaching to Students

- Places learning in context
- Demonstrates how a clinician uses skills
- Prepares students for work
- Holistic patient centred care directly observed and learned
- Provides opportunity for 'role-modelling' of professional behaviour



Peters 2014; Williams 2008



Clinical teaching is very valuable to healthcare students as it places learning in context and allows them to see how a clinician uses their clinical and more generic skills such as communication

and prepares students for the sort of work they will do as clinicians

It is an effective opportunity for 'role-modelling' and teaching of professional behaviour

Holistic patient centred care can be directly observed and learned and shows students how to personally and professionally address human impact of illness

What Students Value

Clinical Teacher/Preceptor Behaviours:

- Interest in students and teaching
- Professional competence
- Encouragement of participation
- Provision of feedback
- Clear expectations
- Organisation
- Availability to students

O'Sullivan et al 2015



Teacher behaviours valued by students include:

Being interested in the student and their learning

Professional competence

Using dialogue to encourage student participation, critical thinking and problem solving

Providing useful feedback and clear expectations

Structured and organised

Available to students

Why is well structured and planned clinical teaching important?

Poorly structured bedside teaching runs the risk of:

- Not covering what needs to be covered
- Passive learners
- Novice learners out of their depth
- Losing learners
- Not supporting good practice
- Not respecting patients
- Loss of opportunity to discuss and reflect



This slide outlines some of the pitfalls of poorly structured clinical teaching

- Being haphazard with no clear objectives and expectations and therefore not adequately covering the content of the curriculum
- Learners being passive rather than active during the teaching session
- Novices can be asked to perform tasks for which they are unprepared and unsupervised and learners can be left feeling generally overwhelmed by the need to attempt to make sense of what they are learning
- Learners can pick up bad habits as they may learn of bad practices as well as good
- Lack of respect for patients
- Little opportunity for reflection and discussion

Planning and designing a clinical teaching session

Consider the importance of factors before, during and after the teaching session itself

Useful headings to think about –

- *Trainee specific*
- *Disease specific*
- *Patient specific*
- *Mental preparation*



Consider the importance of factors before, during and after the teaching session itself

Useful headings to use to break down each of these periods further are –

Trainee specific issues

Disease specific issues

Patient specific issues

And Mental preparation

Further information is available in the resources slide at the end of this section.

Clinical Teaching: Busy Environment

- Clinical environments are busy and unpredictable
- Significant amount of clinical teaching is opportunistic
- Approaches to opportunistic teaching/teaching on the fly e.g One Minute Preceptor, SNAPPS



Clinical environments are busy and unpredictable and provide very valuable opportunities for unplanned and unanticipated teaching. While some clinical teaching takes place in a planned manner (pre planned tutorials etc...) it is important to use teaching opportunities that present themselves in the course of normal clinical work. There are a number of methods used for opportunistic teaching (also known as teaching on the fly) in busy environments including the one minute preceptor and the SNAPPS models. Further information on these is available in resources at the end of this section.

References

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