



Masters in Anaesthetics

Clinical Teaching Module

Module Description and
Timetable

Department of General Practice, NUI Galway

Department of General Practice, NUI, Galway

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www.nuigalway.ie/dgp/

Rationale

In the health professions, a lot of the undergraduate teaching and most postgraduate teaching takes place in clinical settings. Most clinical teachers have little background knowledge of adult learning and have received no formal training in clinical teaching techniques. The purpose of this course is to provide anaesthetists with the knowledge and skills required for effective clinical teaching and to become successful clinical supervisors and motivators of student learning.

Course Objectives - Diploma

The module in clinical teaching is aimed at qualified anaesthetists for whom clinical teaching forms part of their role or work plan. The aims of the course are to provide a theoretical and experiential platform for the participants to develop expertise in all of the key components of clinical teaching.

By the end of the module the learners will be able to:

Course Outcomes: The **clinical teaching module** graduate will be able to:

1. Demonstrate an awareness of the key relevant theories of learning and how they relate to clinical teaching
2. Construct learning events based on an understanding of the principles of adult learning and course design
3. Implement and evaluate effective clinical teaching using appropriate theory based techniques
4. Evaluate the quality and effectiveness of clinical teaching
5. Demonstrate an understanding of the purposes and effects of assessment
6. Design and implement appropriate assessments of clinical knowledge and skills
7. Demonstrate proficiency in key teaching skills such as small, large group teaching, giving feedback, using questions appropriately and learner appraisal.
8. Describe the various components of effective CPD and how they can be structured and supported
9. Explain and critically appraise the relationship between professional reaccreditation and professional development

Course capacity

Applicants registered for the MSc. in Anaesthetics will require successful completion of the introduction to medical education module in year 1. The module capacity will be between 15 and 20 students.

Course structure

The module will be delivered over one semester. The module will comprise 4 units. The module will require participants to practice and apply new teaching skills in their workplaces.

Most course material will be delivered using distance learning techniques. Course materials will be made available sequentially on Blackboard, communication and discussion will be electronic and assessments will be submitted online. The distance learning components will be supported by three (one-day) face to face teaching skills workshops which will occur at the start, middle and toward the end of the module, (see timetable below)

The module will require 80 hours of student effort and 50 teaching contact hours. The contact hours include reading formal course materials, participation in practical workshops, participation in discussion board activities, carrying out assignments and mini projects, and the practical application of new knowledge in the workplace.

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Modular Outline

Units 1, 3 and 4 are delivered over one month each. Module 2 which focuses on the skills of clinical teaching involves skills workshops and will run over four months from January to April 2005

Jan-Feb 2005. Unit 1	Jan-April 2005. Unit 2	Feb - March 2005 Unit 3	March- April 2005 Unit 4
Learning Theory in Clinical Settings	Clinical Teaching Methodologies	Assess. Competence and Performance	Professional Development

Module Timetable

Weeks 2005	Unit 1	Unit 2	Unit 3	Unit 4
Jan 3 - 9	Application of AL in clinical settings	W1: basic techniques		
Jan 10 – 16	Learning + teaching styles in clinical T	Explanation		
Jan 17 – 23	Reflective practice in clinical settings			
Jan 24 – 30	Experiential learning	Feedback		
Jan 31 – 6	Learning needs assessment			
Feb 7 – 13	Evaluation theory and practice	Questioning	Assessment in clinical settings	
Feb 14 – 20		W2: feedback and questioning	Miller's triangle and its uses	
Feb 21 – 27			Tests of clinical competence	
Feb 28 - 6	Assignment 1	Bedside teaching	Tests of clinical performance	
March 7–13		OPD, ICU and theatre teaching	Setting standards in assessment	
March 14-20				Professionalism.
March 21-27		Teaching on the job – OMP		Introduction to professional dev
March 28-3			Assignment 3	Professional Dev. Planning
April 4-10		Teacher roles 1: Coach/Supervisor		Learner supervision
April 11-17				Mentorship and role modelling
April 18-24		Appraisal techniques		Fostering life long learning
April 25-30		W3: Professional development		
May 28th		Assignment 2		Assignment 4

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The module is assessed as follows:

Units	Method of assessment	Submis. dates
1. Learning Theory in Clinical Settings	Problem based assignment and portfolio	7-3-05
2. Clinical Teaching Methodologies	Problem based assignment and portfolio	27-5-05
3. Assessing competence and performance	Problem based assignment and portfolio	31-3-05
4. Professional Development	Problem based assignment and portfolio	27-5-05

Assessment - Notes

The Module will be assessed using a) one problem based assignment per module and b) a clinical teaching portfolio. The assignments (~ 1500 words) will be based on clinical teaching problems and challenges. Participants will be asked to write a response to the problems using the module materials and other relevant literature resources. Each assignment will attract 100 marks.

The continuous assessment will use a portfolio. The portfolio will comprise 3 major components: A) set exercises (500 words - one per unit), B) peer assessments, (500 words - one per unit) and C) reflective pieces (500 words- one per unit). The quality of the portfolio will be assessed using standardised marking schedules for each of the three components. The total mark for the portfolio will be 400 marks

Skills Workshops

There will be three experiential teaching days during the module, all based at NUI Galway, devoted to building clinical teaching skills. The three skills days will consist of six face-to-face skills workshops. The skills workshops list in timetable order is as follows:

1. Introduction to distance learning and Blackboard (first week of course morning workshop)
2. Basic clinical teaching skills: OMP and clinical teaching in different settings (first week of course afternoon workshop)
3. Feedback in clinical teaching (week 7 or 8 of 1st semester morning workshop)
4. The use and abuse of questions in clinical teaching (week 7 or 8 of 1st semester afternoon workshop)
5. Professional development techniques: one to one supervision (week 8 of semester two)
6. Professional development techniques: Learning needs assessment and appraisal techniques (week 8 of semester 2 afternoon workshop)

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Unit descriptions

Unit 1: Learning Theory in Clinical Settings

Rationale

This unit will build on the learning theory that students encountered in the first module of this series. In particular this module will explore the application of learning theory to teaching in clinical settings

Aims:

The aims of this module is to facilitate students to incorporate and adapt learning theory for the design and delivery of clinical teaching.

Obectives:

- Identify and analyze the theoretical bases of learning and teaching in clinical, biomedical and other health professions
- Describe the interface between learning, teaching, professional practice and the influence of views of learning on teaching processes
- Develop an awareness of current trends in health professional education with particular reference to the application of adult learning theory and learning styles,
- Demonstrate knowledge and understanding of how to design and implement process and outcome evaluation in a variety of teaching settings and contexts
- Assess the role of professional cultures in enhancing / inhibiting learning

Content:

Learning theory revisited, analysis of clinical teaching events to discern theoretical underpinnings, Creation of a set of learning theory rules to guide future clinical teaching design, exploration of the obstacles to learning in professional practice, experiential learning and reflective practice in on the job learning

Recommended reading (essential reading provided with course materials)

Chambers, R. Wall, D. (2000). Teaching Made Easy. Radcliffe Medical Press: Oxon.

Fry, H., Ketteridge, S., Marshall, S. (1999). A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. Kogan Page:London.

Newble, D. Cannon, R. (1994). A Handbook for Medical Teachers. Kluwer Academic Publishers:Dorchester.

Peyton, J.W.R (Ed). (1998). Teaching and learning in Medical Practice. Manticore Europe Ltd:Guilford.

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Unit 2: Clinical Teaching Methodologies

Rationale

This unit will provide much of the background to teaching skills workshops. It will cover the key skills of explanation, questioning and feedback.

Aims:

The aims of this unit is to provide students with a set of fundamental clinical teaching skills which will allow students to facilitate high quality clinical teaching.

Objectives:

- Develop an understanding of theories of psychomotor skills development and critically appraise their use in health care environments and in clinical practice
- Explore the notion of the 'good' clinical teacher and describe research in this area including an evaluation of the evidence for what 'good' might signify
- Explore the impact of feedback on learning and develop skills in the provision of constructive feedback
- Demonstrate understanding of and ability to use reflective and exploratory questioning techniques
- Define effective learner supervision, discuss critically influencing factors and demonstrate skills in its provision
- Critically discuss the impact of role modeling in the clinical teaching context

Content:

Explanation, feedback and questioning: the core competencies, simulated teaching environments to enhance skills, learner supervision techniques and learner appraisal methods

Recommended reading (essential reading provided with course materials)

Dent, J. A., Harden, R. M. (2001) A Practical Guide for Medical Teachers. Churchill Livingstone:London.

Abbatt, F. R. (1992) Teaching for better learning: a guide for teachers of primary health care staff. Geneva, WHO.

Brown, G. A. and Atkins, M.(1992) Effective Teaching in Higher Education.

Gibbs, G (1985) Teaching students to learn: a student-centred approach. Milton Keynes, OU.

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Unit 3: Assessment of Clinical Competence and Performance

Rationale

The measurement of clinical competence and performance present particular challenges which reflect the unpredictable nature of the clinical work and the limited utility of many standard modes of assessment in clinical contexts. The unit will explore the peculiarities of clinical competence and performance assessment and will offer an introduction to different methods of assessment designed to test knowledge and skills in applied settings.

Aims:

The aims of the unit are to introduce students to the differences between classroom and clinical assessment of competence and performance. Students will become aware of different methods for assessing clinical knowledge and skills. Students will learn how to design valid and reliable clinical assessments.

Objectives:

- Describe the differences between classroom and clinical assessment of learners
- Use Miller's triangle to categorise and select clinical assessment methods
- Explain and analyse assessments of clinical competence
- Explain and analyse assessments of clinical performance
- Set standards for clinical assessments
- Design valid and reliable clinical assessments

Content:

Exploration of the concepts of competence and performance, Categorisation of clinical assessment using Miller's triangle, Exploration of typical competence and performance tests, Anghoff and other standard setting techniques for clinical exams; the concepts of validity and reliability in the context of clinical assessments; introduction to designing clinical assessments

Recommended reading (essential reading provided with course materials)

Brown, G. Bull, J. and Pendlebury, M. (1997) *Assessing Student Learning in Higher Education*. Routledge: London.

Brown S and Knight P (1994) *Assessing learners in Higher Education* London: Kogan Page

Heywood, J. (1989) *Assessment in Higher Education*. Chichester: John Wiley 2nd Edition

Rowntree, D. (1987) *Assessing Students - how shall we know them?* London: Harper & Row 2nd Edition

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Unit 4: Professional Development

Rationale

Professionalism and professional development are now vital and regularly recurring issues for doctors in training. The advent of competence assurance and structured training have highlighted the importance of a) knowing what we are aiming for; the highest professional standards and b) how to get there; continuing professional development.

Aims:

The aims of this unit are to enable learners to explore what is meant by professionalism, professional development and lifelong learning. Learners will investigate models of CME and CPD. They will learn how to identify learning needs, plan their own CPD and support the professional development of others. Students will also learn about supervision techniques and the features of effective role modeling

Objectives:

- Describe different concepts of professionalism and what it means to be a health professional
- Distinguish between traditional models of CME and the more modern concept of continuing professional development.
- Identify personal learning needs and those of others using a range of techniques
- Write a personal learning plan
- Demonstrate awareness of different learner supervision techniques
- Describe what is meant by role modeling, mentorship and how to ensure that they are effective as a teaching tools

Content:

Professionalism; History of the health professions; CME; CPD; Clinical learning needs assessment; personal learning plan design; learner supervision techniques; role modeling and mentorship

Recommended reading (essential reading provided with course materials)

Erant M (1994): *Developing Professional Knowledge and Competence* Falmer Press London

Schon, D. (1987) *Educating the reflective practitioner*. Jossey-Bass Inc. San Francisco

Grant J, Chambers E. *The good CPD guide: a practical guide to managed CPD*. London: Joint Centre for Education in Medicine, 1999.

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Useful WEB Sites

- Free Clinical Teaching Course Materials available online from the [London Deanery](#)
- The [Learning and Teaching Network](#), LTSN supply free teaching guides and ideas.
- General guidance on teaching and learning can be found at [LTSN Generic Centre](#) (resources)

Module Delivery and Assessment

The units will be delivered as described above. Three one day workshops to teach clinical teaching skills will be delivered during the module at NUI Galway. The workshops will be held in January, February and April 2005

Students will be required to submit a minor assignment and items for a reflective portfolio on completion of each unit. Details about the content, structure and content of the assessments workshop in January 2005.

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