

Effective Clinical Teaching

Construct a Teaching Environment

- Is it possible to adjust or restructure execution of your schedule to facilitate teaching and learning?
- Does your clinical staff know the role of the learner within the care team and how to respond?
- Have you arranged to share teaching responsibilities with other members of the team (see below)?
- Is there some form of learner orientation (perhaps a handout, or time with a manager) to provide information on where things are located, who to ask for what, policies, routines, etc.?
- How are patients informed that a learner will be involved in their care? Exam room signs? Handout?

Communicate Expectations and Thinking Processes

- Be explicit about what you expect from the learner with regard to his/her activities and responsibilities, how long each should take, the daily schedule, their role in learning, communication, etc.
- Assign specific work to complete before clinical encounters or procedures (looking up something, etc.)
- Explicitly communicate your thinking and clinical reasoning as a means of teaching and role modeling.

Cover Specific Content

- What are the school's learning objectives (goals) for this clinical learning experience?
- Are there particular types of cases or procedures the learner is expected to experience this rotation?
- The learner does not need to see every patient or be involved in every step of the appointment.

Collaborate with the Learner

- What are the learner's self-perceived strengths and weaknesses, and concerns? What are the learner's goals for this experience? To what extent has prior rotations prepared the learner for this one?
- When the learner is to observe your work, prepare the learner by pointing out things to look for, or questions the learner should be prepared to answer after the encounter.

Provide Feedback

- Plan specific times to provide feedback, and be sure to label as such ("I'm providing you feedback").
- Repeatedly observe the learner interacting with patients and provide feedback accordingly.

Broaden Learning Opportunities – *The learner could:*

- Spend time with other members of the care team (e.g., learning how to register, room, and check out patients, case management, business aspects of the practice).
- Create or update patient educational materials, or be involved in quality improvement projects.
- Counsel patients on healthy behaviors, or research and then share community resources with patients.
- Research answers to questions you pose (do follow up to reinforce completion and relevant learning).
- Review patient results with you, then call patients to provide information and follow-up instructions.
- Complete reflections on patients seen (personal reactions, surprises, questions that arose, etc.).

