

In Pursuit of Excellence in Teaching and Learning

Robbin Kirkland, Ph.D.
Olivia Sheehan, Ph.D.
CORE Faculty Development

Learning Objectives

- ▶ Identify and discuss key elements of excellence in teaching and learning.
- ▶ Engage in opportunity for self exploration/"self-assessment" regarding teacher characteristics and behaviors.
- ▶ Examine qualities of outstanding trainees.



Learning Objectives (cont.)

- ▶ Examine the conditions that tend to promote stimulating and “safe” learning environments.
- ▶ Share thoughts regarding a selected article on “...Excellence as Clinical Educator”.



Key Elements

- ▶ Clinical Teacher
- ▶ Learner/Trainee
- ▶ Learning Climate/Environment



Clinical Teachers: Role

- ▶ One-on-one supervisor regarding patient care and teaching
- ▶ Leader
- ▶ Lecturer/Facilitator (provide presentations/mini-lectures during rounds)
- ▶ Role model
- ▶ Listener and Observer
- ▶ Motivator/Stimulator and “Challenger” regarding learning and skill development
- ▶ Consultant
- ▶ Guide (provide guidance and direction)
- ▶ Learner advocate
- ▶ Patient advocate
- ▶ Fiscal officer and Manager
- ▶ Friend and Counselor

Source: Westberg and Jason. Collaborative Clinical Education. 1993 (pp. 34-37).



Clinical Teachers

What characteristics or behaviors would we expect to see exhibited by effective clinical teachers?

Refer to the list of characteristics by Westberg and Jason (1993) and by CORE trainees.



Trainees

Identify some of the characteristics, skills, knowledge, and behaviors that you look for when interviewing and selecting residents.



Trainees: Characteristics

- ▶ Reliable/Dependable
- ▶ Enthusiastic
- ▶ Positive attitude
- ▶ Cooperative
- ▶ Sense of team/Play well with others
- ▶ Flexibility/Adaptive
- ▶ Take initiative/Self-directed/Take ownership
- ▶ Knowledgeable

Source: Group sessions/individual discussions with Clinical Teachers/Residents and Students.



Trainees: Characteristics

- ▶ Teachable
- ▶ Humble
- ▶ Support and Help colleagues
- ▶ Exhibit professional conduct and behavior
- ▶ Friendly and Approachable
- ▶ Calm and Able to handle conflict/adversity/ambiguity
- ▶ Willingness to train/Share and teach others

Source: Group sessions/individual discussions with Clinical Teachers/Residents and Students.



Trainees: Characteristics

- ▶ Commitment to learning, patient care, and profession
- ▶ Excellent communication skills (verbal and written)
- ▶ Respectful of trainers, colleagues, patients
- ▶ Honest/Trustworthy

Source: Group sessions/individual discussions with Clinical Teachers/Residents and Students.



Trainees: Characteristics

- ▶ Willing to accept comments regarding performance
- ▶ Sense of curiosity
- ▶ Independent
- ▶ High energy
- ▶ Well-rounded
- ▶ Exhibit outstanding work ethic

Source: Group sessions/individual discussions with Clinical Teachers/Residents and Students.



Trainees: Characteristics

- ▶ Sense of responsibility
- ▶ Optimistic
- ▶ Empathetic
- ▶ Able to apply information
- ▶ Sense of humor
- ▶ Problem solver

Source: Group sessions/individual discussions with Clinical Teachers/Residents and Students.



Trainees: Characteristics

- ▶ Common sense
- ▶ Appreciative of personality types
- ▶ Highly motivated/Self motivated
- ▶ Clinical leadership skills
- ▶ "Thirst for knowledge"
- ▶ Engage in daily/weekly/monthly self assessment regarding professional conduct, competence, and performance

Source: Group sessions/individual discussions with Clinical Teachers/Residents and Students.



Trainees: Characteristics

- ▶ Poised instead of tense
- ▶ Confident instead of confused
- ▶ Enthusiastic instead of bored
- ▶ Bold instead of timid
- ▶ Energetic instead of fatigued
- ▶ Positive instead of negative

Source: Schuller. "The Essential Qualities of a Good Person" in Josephson and Hanson. The Power of Character. 1998.



Trainees

1. Do my residents exhibit most of these characteristics and behaviors?
2. Do my residents exhibit a “thirst for knowledge?”
3. What characteristics and behaviors do I need to help promote?



Learning Climate/Environment

- ▶ Create an atmosphere of trust in which trainees feel that they can be open and honest about their strengths and deficiencies.
- ▶ Create an atmosphere in which trainees can share their skills and knowledge with each other [non-competitive environment].

Source: Adapted from Westberg and Jason. Collaborative Clinical Education. 1993.



Learning Climate/Environment

- ▶ At the beginning of each rotation [including the start of a new academic year] provide learning goals and other expectations.
- ▶ Assess teaching and learning on a frequent basis [daily, weekly, monthly].

Source: Adapted from Westberg and Jason. Collaborative Clinical Education. 1993.



Learning Climate/Environment

- ▶ Involve trainees in developing learning plans/activities and strategies.
- ▶ Guide and encourage trainees to engage in regular “self-assessment” of their skills knowledge and performance. [*Trainees must take ownership of their education].
- ▶ Provide “timely” feedback.

Source: Adapted from Westberg and Jason. Collaborative Clinical Education. 1993.



Learning Climate/Environment

- ▶ Teach trainees how to provide feedback to each other.
- ▶ Have no tolerance for “passive learning” or failure to prepare for learning experiences in advance such as Journal Club and Education Days.
- ▶ Encourage collaboration in the teaching and learning process.

Source: Adapted from Westberg and Jason. Collaborative Clinical Education. 1993.



Learning Climate/Environment

Source: Westberg and Jason. Collaborative Clinical Education. 1993 (p. 18)(With added commentary).

Collaborative Teacher

Learners are treated as valuable contributors to their own and to each other's learning.

The teachers and learners jointly set the agenda (Note: The learner cannot be allowed to be "passive" but must be encouraged to take ownership in their own development).

Authoritarian Teacher

Learners are treated primarily as recipients of teaching (Note: This attitude promotes "the empty head" approach to learning).

The teacher sets the agenda.



Learning Climate/Environment

Source: Westberg and Jason. Collaborative Clinical Education. 1993 (p. 18)(With added commentary).

Collaborative Teacher	Authoritarian Teacher
<p>Learners participate in assessing their learning needs. (Tip: Encourage the learner to engage in " self-assessment" on a regular basis).</p>	<p>The teacher presumes to know the learners' learning needs.</p>
<p>The teacher and learners establish individual and shared goals of learning (Note: It is important to discuss program and teacher expectations).</p>	<p>The teacher determines the goals of learning [usually in conjunction with program requirements].</p>
<p>The teacher and learners develop individual and group learning plans. (Tip: Provide structure to the learning plan concept by having the learner to identify their "strengths" and "deficiencies" accompanied by strategies to enhance "strengths" and overcome "deficiencies").</p>	<p>The teacher may develop a learning plan.</p>



Learning Climate/Environment

Source: Westberg and Jason. Collaborative Clinical Education. 1993 (p. 18)(With added commentary).

Collaborative Teacher	Authoritarian Teacher
Learners [help to] monitor their own progress and provide feedback to each other.	The teacher monitors the learners' progress.
Independence and collaboration are [encouraged] and fostered.	*Dependence and competition are fostered (Note: This behavior results in "passive learning").
Instruction is learner-centered [or collaborative whereby the learner assumes responsibility for engaging in the learning process and takes ownership for achieving the necessary outcomes of the learning experience].	Instruction is teacher-centered (Note: The learner is not held accountable for pursuing knowledge).



Journal Club Activity

Please read the article "...Excellence as a Clinical Educator" and come excited to share your thoughts.

*On pp. 560-561 the author lists 12 tasks pertaining to Clinical Teachers. Please review these and prepare your thoughts, in particular regarding the degree to which you exhibit or "plan" to exhibit these as part of your teaching strategy.



Opportunity for Self Reflection

- ▶ Do I enjoy leading and guiding the learning experience?
- ▶ Do I enjoy leading and guiding the learning experience with the assistance of my colleagues and learners?
- ▶ Am I interested in and committed to being helpful to students and residents?
- ▶ Do I exhibit a collaborative attitude (allowing and encouraging and even demanding the learner to engage in the learning and instruction process)?
- ▶ Am I sensitive to learner frustrations as they learn new information or skills?
- ▶ Am I enthusiastic about my specialty and do I show that enthusiasm?
- ▶ Am I enthusiastic about teaching and learning?
- ▶ Do I enjoy learning new teaching skills?
- ▶ Do I engage in self-directed learning and frequently self-examine my strengths and deficiencies?
- ▶ Am I open to new ways of learning and instruction (teaching)?
- ▶ Am I effective in helping learners to develop improvement strategies (Improvement Plan)?
- ▶ Am I an effective Mentor and Role Model?

Note: Some items were adapted from an instrument developed by Westberg and Jason. Collaborative Clinical Education. 1993)(p. 47).

