Teaching with patients
(Clinical practice session)

Adapted from Effective Teaching: A guide for educating health care providers,
World Health Organization, 2005
Learning Objectives

• Learn how to develop a clinical practice session.
• Learn how to conduct a clinical practice session using patients.
• Learn how to select and prepare clinical instructors.
• Learn how to monitor students’ progress
Target Audience

- Staff members who take care of patients and actively teach learners.
Objective 1:

LEARN HOW TO DEVELOP A CLINICAL PRACTICE SESSION (CPS)
Overview of developing a CPS

1. Identify objectives for the CPS.
2. Design the CPS.
3. Choose a teaching approach that is appropriate for the CPS.
Identify objectives for the CPS

• Each practice session should have a clear set of learning objectives for the students

• Then determine where each objective can be practiced i.e.:
  – Outpatient i.e. clinic setting
  – Inpatient i.e. wards
  – External clinics/home visits
Design the CPS

• When designing CPS make sure to:
  – Maximize student learning:
    • Go from basic to more complex skills
    • Move students from observation to direct work with patients.
    • Design activities to allow for the most interaction with patients.
    • Prepare back up activities when there are no appropriate patients at the clinical site
  – Manage patient flow:
    • Plan a rotation system so that there are not too many students in one area.
Choose a teaching approach

• Apprentice
  – The student functions as the healthcare provider while the instructor closely observes (and intervenes when needed)

• Team member
  – Students work independently
  – They see patients and then come back and discuss their findings/plan with the instructor.

• Supervisor
  – Students are assigned to different rooms to see patients and the instructor moves back and forth between rooms providing feedback and supervision.
Objective 2:

LEARN HOW TO CONDUCT A CLINICAL PRACTICE SESSION
Conducting clinical practice sessions

• Each clinical practice session should be divided into 3 sections:
  1. Before the session
  2. During the session
  3. After the session
Before each clinical practice session (1)

- Make sure to take care of all logistics
- Look for interesting learning opportunities
- Select appropriate patients
- Be sure the instructors have reviewed all learning objectives and tasks
Before each clinical practice session (2)

• Be sure to let the students know
  – The learning objectives
  – Tasks for the session
  – Topic for the post-session meeting
  – How feedback will be given to them
  – State the ground rules during the session
  – Create a **POSITIVE** learning environment
    • Be friendly and helpful to the students
During the clinical practice session (1)

• **Highest priority:**
  – Make sure safe and efficient patient care is provided.
    • Do not subject the patient to danger.
    • Pay close attention to keep the normal flow of patients through the clinic.
  – Protect patient’s rights
    • Ask patients’ permission before the session
    • Respect the right to bodily privacy
    • Strictly observe patient confidentiality
During the clinical practice session (2)

- Create a **POSITIVE** environment for learning
- Introduce the students/team to the patient
- Include the patient:
  - When you are teaching the student explain to the patient what you are teaching.
  - Model good communication, for the student, when speaking with the parent/patient.
During the clinical practice session (3)

- Observe the student:
  - To make sure they are achieving the stated objectives of the session.
  - To provide feedback to the student on their performance.
  - To make sure patient is receiving safe and efficient care.

- Provide feedback to the student
  - Positive feedback
  - Constructive feedback
    - Should be given away from the patient whenever possible
    - If needed, provide simple, directed feedback.
After the clinical practice session

• Meet with the students at the end of the session to:
  – Review learning objectives
  – Present/discuss cases seen that day
  – Allow students to ask questions
  – Ask students questions about the session
  – Provide positive and constructive feedback
Objective 3:

LEARN HOW TO SELECT AND PREPARE CLINICAL INSTRUCTORS
Who is a good clinical instructor?

• When you are choosing instructors look for the following qualities:

1. They have a desire to work with students

2. They are good at healthcare delivery skills

3. They have good interpersonal communication skills

4. They have organizational skills

5. They have teaching skills
Do all instructors have all 5 attributes?

• It is **rare**, to find all 5 attributes in a person
  – Solution:
    • At the least make sure that the instructors have good:
      – Clinical knowledge/skills that are up-to-date.
      – Teaching skills
      – Ability to provide feedback and perform assessments of students
    • Strengthen the weak areas of the instructor by:
      – Workshops, seminars, giving them key teaching documents and educational materials
Preparing the instructor

• As the teacher you should **PREPARE** the instructor. Meet with them to:
  – Clearly communicate the objectives and requirements for the clinical session
  – Inform instructor of students learning needs and abilities
  – Inform and teach instructor about giving feedback to students
Objective 4:

LEARN HOW TO MONITOR STUDENTS’ PROGRESS
Monitoring students’ progress

• It is very important to monitor a student’s progress.

• Tools that you can use for monitoring students:
  1. Logbooks
     • Checklist of clinical skills for the session
  2. Student performance report
  3. Field notebooks
Summary

• It is important to be enthusiastic, positive, and knowledgeable as a teacher.
• It is important to define a set of learning objectives for each practice session.
• It is important to design the practice session carefully.
Summary

- It is important to create a **POSITIVE** learning environment for the student
- It is important to be respectful of the patients privacy and needs
- It is important to provide safe patient care
- It is important to review and provide the student feedback after the session.
- It is important to monitor the students’ progress.