

Bringing Education & Service Together (BEST)

Introduction to Clinical Teaching

Learning objectives:

At the end of this session, participating residents will be able to...

- Identify learning theory
- Describe the teachable moment
- Describe their teaching style
- Plan ways to improve their teaching style

Agenda:

Team-building exercises (15 minutes)

Residents introduce partners with partners' learning goals

1. Residents write out three learning goals for the teaching skills curriculum. The learning goals must be related to clinical teaching.
2. Residents pair up and each resident explains his or her learning goals to a classmate.
3. Residents introduce each other, describing the partner's learning goals for this curriculum.
4. Faculty collect the learning goals sheets and save a copy, giving each resident a copy of his or her own goals.

Connecting dots or paper-cutting exercises

1. Any appropriate team-building exercises can be substituted here. The idea is to encourage the residents to work together to solve problems and to get to know one another a little better.

Film clip and brief discussion (10 minutes)

Faculty show a 2-3 minute film clip to facilitate discussion about innovative teaching.

We recommend the scene from *Dead Poets' Society* in which Robin Williams, as the teacher, is teaching a high school student in front of the class how to write an impromptu poem. This scene can be used to discuss the advantages and disadvantages of risk-taking in teaching. Clips from the television comedy *Scrubs* can also be used, illustrating residents' challenges in teaching medical students.

Brainstorming about teaching (15 minutes)

Faculty have students brainstorm qualities of great teachers (e.g., “stimulating”, “creative”, “organized”) and teachers needing improvement (e.g., “boring”, “too critical”).

The class can then discuss these lists to illustrate how they might approach improving their own teaching skills.

Review of results on the Clinical Teaching Perception Inventory[®] (10 minutes)

Hitchcock et al.’s Clinical Teaching Perception Inventory[®] (CTPI) is available online at no cost at the [Resident Teaching Skills website](#). We recommend that residents complete this online inventory prior to the retreat, print out their results and explanations pages, and bring them to class. The results/explanations should stimulate an interesting discussion. Residents can share whatever aspects of their results they feel comfortable revealing.

Orientation to the BEST program (10 minutes)

Course faculty introduce themselves and explain the logistics of the longitudinal curriculum and its materials.

Introduction to the “teachable moment” (15 minutes)

Introduction to the five-step microskills model of clinical teaching

Faculty can demonstrate brief roleplay(s) to illustrate “not so good” and then “good” uses of the clinical teaching microskills in a brief, simple outpatient teaching case. The BEST curriculum contains a set of slides that can then be used to review the microskills concepts.

Practice microskills with standardized students, feedback (65 minutes)

Residents divide into trios (mixed specialties), get instructions

Each resident chooses one case in which to be the teacher (5 minutes)

First resident teaches case with student (10 minutes)

“Student” and resident observer fill out checklist (10 minutes)

Detailed feedback using checklist

“Student” models how to give feedback

Second resident teaches case with student (10 minutes)

“Student” and resident observer fill out checklist (10 minutes)

Detailed feedback using checklist (10 minutes)

Third resident teaches case with student (10 minutes)

“Student” and resident observer fill out checklist

Detailed feedback using checklist

NOTE: If trained standardized students are not available, the faculty can serve as standardized students. We recommend that trained facilitators (faculty and/or trained standardized students) help provide the feedback during this first session, to model for the residents how to give truly constructive feedback that is pleasant yet points out areas for improvement.

Large-group summary of what was learned, introduction to next module (10 minutes)