



Inspire Through Clinical Teaching: A Teaching Skills Course

Inspire Through Clinical Teaching is a 4-day teaching skills course designed to provide healthcare professionals with basic skills in developing and delivering different types of teaching sessions. Teaching is a core skill in all health professions, including medicine and nursing. Many healthcare professionals, even though they may be experts in their own fields, do not feel well equipped to pass along their expertise to their students or peers.

This course consists of five interactive workshops covering basic principles of lesson planning, small group and large group teaching, simulation, and teaching in the clinical environment. The workshops utilize many different teaching styles including didactic presentations, large group discussions, small group break-out sessions, simulation, and role-play. At the end of the course participants have an opportunity to practice their teaching skills and receive feedback from the course facilitators and their peers.

DAY 1

The 'Lesson Planning' workshop is conducted using interactive large group exercises and small group work. The objectives of this workshop are to:

- 1) List 5 essential steps when planning a teaching session
- 2) Explain the importance of a needs assessment and describe 3 ways to conduct a needs assessment
- 3) Apply Bloom's Taxonomy in writing learning objectives

The 'Small Group Teaching' workshop is conducted using breakout small groups. The objectives of this workshop are to:

- 1) Recognize common problems associated with leading effective small groups
- 2) Tabulate the constraints and positive functions relating to group size
- 3) Compare models, designed around specific tasks, used to structure small group teaching
- 4) List fundamental questions a clinical teacher should ask themselves when planning a teaching session
- 5) Appraise practical tips for the implementation of a small group learning session –
 - a. Seating arrangements
 - b. Ground rules
 - c. Handling problems/difficult situations

d. Strategies to answering questions

DAY 2

The 'Large Group Teaching' workshop is conducted using an interactive large group.

The objectives of this workshop are to:

- 1) Highlight the situations in which lectures may be useful
- 2) Recognize the advantages and disadvantages of lectures
- 3) Discuss methods of introducing audience interaction and problem-solving in large groups
- 4) Discuss, and practically highlight, how to develop effective presentation aids
- 5) Prepare and present a large group teaching session and provide feedback to others on their presentations

The 'Teaching in the Clinical Environment' workshop is conducted using interactive large group and breakout small groups. The objectives of this workshop are to:

- 1) Be able to define bedside teaching and to be able to identify a number of contexts in which it occurs
- 2) Understand the benefits of bedside teaching for the learner
- 3) Develop skills in planning bedside teaching including strategies for giving feedback
- 4) Recognise the challenges of bedside teaching and to consider strategies to overcome them

DAY 3

The 'Simulation' workshop is conducted using interactive large groups, breakout small groups, simulation, and role-playing. The objectives of this workshop are to:

- 1) List 4 different types of simulation
- 2) Describe 3 areas that can be taught using simulation
- 3) Write learning objectives for a simulation session that incorporate knowledge, skills, and behaviours
- 4) Create a simulation scenario as part of an interprofessional group
- 5) Design and run a simulation scenario where a remote controlled simulated patient monitor is used as an adjunct
- 6) Describe the 4 phases of a debriefing session
- 7) Apply at least 1 debriefing tool in a structured debriefing session

DAY 4

Formative assessment day

Participants are required to present a 7 minute large group presentation and a 8 minute small group tutorial.

Participant are assessed and given feedback on the following:

What were the objectives, were they met?

Was the educational tool an appropriate way of teaching said topic

Did they engage learners

Presentation technique , small group event, group and seating arrangement