

## Educational Modules Addressing the Doctor as Educator Competencies

*Further information on the modules discussed below is available from Fiona Lake (Fiona.Lake@uwa.edu.au) and Mark Rowe (mark.rowe@vma.com.au).*

The Bridging Project was able to take an initial step in developing and piloting educational modules which addressed the educational competencies defined across levels of education and training. This effort was directed by Associate Professor Fiona Lake at the University of Western Australia (UWA) and built upon the existing modules for the highly successful program, 'Teaching on the Run'. Developing instructional modules designed to address the specific competencies expected of medical students, prevocational trainees, vocational trainees and independent practitioners was recognized to be a monumental task. To be effective, these modules had to address the competencies unique to each of these levels of education and training, and also had to be tailored to the contexts of each specialty at the levels of vocational trainee and independent practitioner. As a pilot development, Fiona Lake and her colleagues at UWA mapped the competencies for the educational roles of planner, teacher, clinical supervisor and assessor into three or four modules for each of four levels of education and training. These modules are presented in the summary table below, and an outline of each module is presented as an appendix to this document.

Fiona Lake and her colleagues then developed the instructional plans and materials (3-hour workshops with pre-reading and preparation) for the seven modules numbered 203, 301, 302, 303, 401, 402, and 403, which focused on competencies for vocational trainees and independent practitioners. The materials developed for these modules include detailed instructional outlines, PowerPoint slides, videotaped scenarios, role play exercises, letters of invitation and evaluation forms. For this pilot exercise these modules were developed for a teaching and learning in a community context, and were successfully trialed at workshops with general practice clinical supervisors and medical educators.

Workshops					
	Learner and Teacher	Planner and Supervisor		Assessor	Additional
Medical Student	101 Clinical Learning: How and where?	102 Learning with Patients		103 Clinical Learning: How am I doing?	901 Problem Orientated Learning
Pre-vocational Trainee	201 Clinical Teaching	202 Planning your Learning	203 Teaching Skills	204 Providing Feedback	
Vocational Trainee	301 Advanced Clinical Learning		302 Planning Their Clinical Learning	303 Feedback and Assessment	902 Assessment: Why and how?
Independent Practitioner	401 Promoting Clinical Learning and Reasoning	402 Planning Their Attachment Learning		403 Supporting Trainees	

The seven modules described above can be available for use by others. This sharing of material has worked well with Teaching on the Run and contributed to a community of educators who now collaborate across Australia. Conditions on using the modules need to be met to ensure that they are implemented effectively. Individuals presenting the modules will be required to have attended and co-facilitated a workshop before doing so on their own, to acknowledge the developers, to not use for profit, and to share further developments.

As noted, the material described above has been developed for teaching and learning in community practice settings and at the levels of vocational training and independent practice. A logical continuation of The Bridging Project would be to broaden the work begun by Fiona Lake to other disciplines and to the other levels of education and training. Such an initiative can build upon several existing developments:

- TOTR is already widely used, but is not currently organized into a vertical curriculum. There would be direct benefits to refining TOTR into a set of vertically integrated modules across levels of education and training that permit trainees at higher levels to build upon the educational skills acquired at previous levels.
- A number of Colleges are already working with Fiona Lake to develop discipline specific workshops based on TOTR.
- Through a grant from PMCWA, modules entitled 'Learning on the Run' (LOTR) have been trialed for medical students and prevocational trainees, and are planned to be available soon for use across Australia. To merge TOTR and LOTR into a complete suite of modules that progressively address competencies across all levels of training would be of great benefit.

Building upon these activities in a coordinated, collaborative fashion could produce highly effective instructional programs and realize significant economies of scale through a sharing of expertise, materials, facilitator training programs, etc. At the moment there are no plans for such a development. It is hoped therefore that, as needed, individual stakeholders will use the competency statements from The Bridging Project to guide the development of their own instructional programs and strategies.

## Overview of the Workshops

### Medical Students

MS	101 Clinical Learning: How and Where?	102 Learning with Patients	103 Clinical Learning: How am I Doing?
<b>PART 1</b>	Outcomes and knowledge (discussion) <ul style="list-style-type: none"> <li>• What do I need to learn – understanding outcomes</li> <li>• Hierarchy of knowledge</li> <li>• Foreground and background knowledge</li> </ul>	Planning Teaching (small group activity) <ul style="list-style-type: none"> <li>• Plan a tutorial for junior medical students - link science to clinical knowledge and involve a patient</li> </ul>	Self-assessment(discussion) <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Self assessment – benefits, limitations</li> <li>• Reflection on learning domains (clinical competence, skills, communication, professionalism)</li> </ul>
<b>PART 2</b>	Understanding clinical sites (discussion) <ul style="list-style-type: none"> <li>• Structure of clinical settings</li> <li>• Strategies for learning in different settings (clinical tutorials, PBL, tutorials/lectures)</li> </ul>	Patient encounters (video and discussion) <ul style="list-style-type: none"> <li>• Planning encounters</li> <li>• Impact of encounter on patient</li> <li>• Getting patients to teach you</li> </ul>	Seeking Feedback (role-play) <ul style="list-style-type: none"> <li>• Role play of student and doctor - seeking feedback</li> <li>• Role play – giving feedback to a colleague (clinical skills)</li> </ul>
<b>PART 3</b>	Teaching colleagues: medical or non medical topic (microteaching) <ul style="list-style-type: none"> <li>• Set, body, closure</li> <li>• Positive critique</li> </ul>	Using questions to learn (discussion) <ul style="list-style-type: none"> <li>• Using questions – reasons</li> <li>• Using questions to encourage self or colleague reflection</li> <li>• Framework for reflecting on patient problems</li> </ul>	Influencing the learning environment (discussion with scenarios) <ul style="list-style-type: none"> <li>• Clinical scenarios (ambulatory clinics, ward rounds, theatre,)</li> <li>• Professional behavior</li> </ul>
<b>PART 4</b>	Summary and reflection (discussion) <ul style="list-style-type: none"> <li>• Set, Body Closure</li> <li>• Application to own setting</li> </ul>	Communication in the clinical setting (discussion and activity) <ul style="list-style-type: none"> <li>• Summarising patient problems</li> <li>• Semantics</li> </ul>	Dealing with challenges in workplace learning (discussion) <ul style="list-style-type: none"> <li>• Time management</li> <li>• Membership of team</li> </ul>

## Prevocational Trainees

PT	201 Clinical Teaching	202 Planning Your Learning	203 Teaching Skills	204 Providing Feedback
<b>PART 1</b>	Effective Learning <ul style="list-style-type: none"> <li>• Good and bad learning experiences</li> <li>• Adult learning principles</li> <li>• Tips for effective teaching</li> </ul>	Behaviour Styles (activity and discussion) <ul style="list-style-type: none"> <li>• Review BSQ results</li> <li>• Learning Styles</li> </ul>	Skills teaching (discussion) <ul style="list-style-type: none"> <li>• Skills definition</li> <li>• How skills learnt</li> <li>• Best learning experience</li> <li>• 4 step approach</li> </ul>	Effective feedback (discussion) <ul style="list-style-type: none"> <li>• Definitions (assessment, feedback, evaluation)</li> <li>• Experiences receiving feedback</li> </ul>
<b>PART 2</b>	Teaching with patients (discussion and video) <ul style="list-style-type: none"> <li>• Using questions</li> <li>• Patient interaction</li> </ul>	Outcomes and JDCF (discussion and activity) <ul style="list-style-type: none"> <li>• Outcomes</li> <li>• Understanding and using JDCF</li> </ul>	4 step teaching technique (microteaching – non-medical skill) <ul style="list-style-type: none"> <li>• Steps</li> <li>• Breaking down skills into steps</li> <li>• Correcting learners</li> <li>• Positive critique</li> </ul>	Giving feedback (video/role play) <ul style="list-style-type: none"> <li>• Observe clinical exam by student</li> <li>• Role play – provide a student feedback on clinical examination</li> <li>• Providing feedback on communication or professional behavior</li> </ul>
<b>PART 3</b>	Teaching Colleagues (microteaching - medical) <ul style="list-style-type: none"> <li>• Set, body, closure</li> </ul>	Learning Plans (activity) <ul style="list-style-type: none"> <li>• Plan learning for your attachment</li> <li>• Develop a personal learning plan</li> </ul>	Teaching and Competence (discussion) <ul style="list-style-type: none"> <li>• Application of 4step approach</li> <li>• Determining Competence</li> <li>• Deliberate practice</li> </ul>	Teaching Colleagues (microteaching -medical) <ul style="list-style-type: none"> <li>• Set, body, closure</li> <li>• Using questions to stimulate and determine understanding</li> </ul>
<b>PART 4</b>	Challenges in teaching sessions (discussion) <ul style="list-style-type: none"> <li>• Set, body, closure</li> <li>• Engaging participants</li> </ul>			Using questions (discussion) <ul style="list-style-type: none"> <li>• Use of questions in different settings</li> <li>• Using questions to stimulate and determine understanding</li> </ul>

## Vocational Trainees

VT	301 Advanced Clinical Teaching	302 Planning Their Clinical Learning	303 Feedback and Assessment
<b>PART 1</b>	Planning small and large group teaching (discussion and small group work) <ul style="list-style-type: none"> <li>• Experience with small and large group sessions</li> <li>• Planning interactive sessions</li> </ul>	Optimal clinical learning environments (discussion) <ul style="list-style-type: none"> <li>• Exploring outcomes</li> <li>• Teaching and learning styles</li> <li>• Workplace learning and deliberate practice</li> <li>•</li> </ul>	Defining assessment processes (discussion and activity) <ul style="list-style-type: none"> <li>• Explore importance of understanding the purpose Definitions (assessment, feedback, evaluation)</li> <li>• Good and bad experiences and ideal assessment and feedback</li> </ul>
<b>PART 2</b>	Clinical Learning (video and activity) <ul style="list-style-type: none"> <li>• Defining clinical learning around a case</li> <li>• Using patients to provide teaching and feedback</li> </ul>	Planning attachments (activity) <ul style="list-style-type: none"> <li>• Planning an attachment</li> <li>• Developing learning plans</li> <li>• Linking teaching to learning in the workplace</li> </ul>	Providing attachment feedback (video) <ul style="list-style-type: none"> <li>• Positive critique</li> <li>• Detailed accurate feedback</li> <li>• Feedback on professional issues</li> </ul>
<b>PART 3</b>	Microteaching (medical - use visual aid (e.g. <i>PowerPoint</i> )). <ul style="list-style-type: none"> <li>• Set, body, closure</li> <li>• Use of visual aids</li> <li>• Use of handouts</li> </ul>	Facilitating attachment learning (role-play) <ul style="list-style-type: none"> <li>• Taking an educational history</li> <li>• Providing an orientation</li> </ul>	Accurate assessment <ul style="list-style-type: none"> <li>• Role play – immediate feedback</li> <li>• Role play – completing end of term assessment</li> <li>• Providing end of term feedback</li> </ul>
<b>PART 4</b>	Evaluation of teaching (discussion) <ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Evaluation methods</li> </ul>	Planning learning around a patient (small group work) <ul style="list-style-type: none"> <li>• Defining outcomes for a session</li> <li>• Dealing with group sizes</li> <li>• Addressing different learner needs</li> </ul>	Problems in learners (discussion) <ul style="list-style-type: none"> <li>• Framework to approach problems in trainees</li> </ul>

## Independent Practitioners

IP	401 Promoting Clinical Learning and Reasoning	402 Planning Their Attachment Learning	403 Supporting Trainees
<b>PART 1</b>	Qualities of teachers (discussion) <ul style="list-style-type: none"> <li>• Exploring quotes about education</li> <li>• Qualities of excellent teachers</li> <li>• Teaching tips</li> </ul>	Learning and teaching styles (questionnaire and discussion) <ul style="list-style-type: none"> <li>• Teaching and learning styles</li> <li>• Flexibility in teaching</li> </ul>	Problems with trainees (discussion) <ul style="list-style-type: none"> <li>• Challenging experiences</li> <li>• Problems and causes</li> </ul>
<b>PART 2</b>	Promotion of reasoning and safety (discussion, role play) <ul style="list-style-type: none"> <li>• Interaction - Using questions to explore reasoning</li> <li>• Using questions to focus on safety</li> </ul>	Planning an attachment (activity) <ul style="list-style-type: none"> <li>• Planning a longitudinal course</li> <li>• Implementing teaching programmes</li> </ul>	Talking to trainees (role-play) <ul style="list-style-type: none"> <li>• The quiet chat</li> <li>• Providing feedback under difficult circumstances</li> <li>• Strategies to identify problems</li> </ul>
<b>PART 3</b>	Microteaching (medical, use visual aid (e.g. <i>PowerPoint</i> )). <ul style="list-style-type: none"> <li>• Set, body, closure</li> <li>• Using non text based visual resources</li> </ul>	Clinical Supervision (discussion and scenarios) <ul style="list-style-type: none"> <li>• Clinical supervision</li> <li>• Mentoring</li> </ul>	Addressing problems (discussion) <ul style="list-style-type: none"> <li>• Framework for diagnosing difficulties</li> <li>• Solutions to problems</li> </ul>
<b>PART 4</b>	Lectures (discussion) <ul style="list-style-type: none"> <li>• Interactive methods</li> <li>• Alternatives to Power point and bullet lectures</li> </ul>	Challenges of workplace learning (discussion) <ul style="list-style-type: none"> <li>• Efficient teaching methods</li> <li>• Time management</li> </ul>	Prevention of problems (discussion) <ul style="list-style-type: none"> <li>• Identifying those at risk</li> <li>• Unit based prevention</li> </ul>