

OMS Online Professional Development Series

The role of the Clinical Educator beyond Clinical Skills

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Karakia Timatanga

He inoi tatou

Kia tau te Rangimarie
O te Rangi e tu iho nei
O Papatuanuku e takoto nei
O te Taiao e awhi nei
Ki runga i a matou
Tihei Mauriora!

May the peace
Of the Sky above
Of the Earth below
And of the all embracing Universe
Rest upon us all
Behold it is Life!

Learning objectives

By the end of the session you will be able to:

- Describe what ‘beyond’ Clinical Skills means in your practice
- Identify ways to support student learning ‘beyond’ Clinical Skills
- Describe the concept of ‘noticing’ and how it could be applied to student learning

Plan for the next hour: introductions, large group discussion, small breakout rooms, large group discussion, final insights

NB please ask questions as we go – raise your hand, your e-hand or pop them in the chat (thank you Jon Cornwall for helping us monitor the chat throughout this session)

Introductions

In the chat introduce yourself to the group

- Your name, profession, role in teaching and learning, and location
- And, what drew you to this session...

What do we mean by Clinical Skills?

A clinical skill is defined as any discrete act within the overall process of patient care.

OMS MB ChB Curriculum Map <https://medmap.otago.ac.nz/ui/>

How is clinical skills defined in your profession?

OR

What does clinical skills encompass in your profession?



UNPACKING THE LEARNING ON CONSULTANT-LED WARD ROUNDS

Figure 1*The Layers of Complexity of Ward Round Learning and Teaching Content as Drawn From the Study Data*

Breakout room task

10-12 mins

1. Introduce yourselves

Name, profession, role in teaching and learning, and location.

Nominate a person to scribe into Padlet.

The scribe to open Padlet once in the breakout room (this will be added to the chat soon).

2. Task

Think about a time when you have actively/ explicitly taught a student(s) beyond clinical skills.

Describe the experience.

Was this in the classroom, simulation or workplace?

What were the two biggest benefits you saw?

What was the one biggest challenge you found?

If you haven't done this before – consider how might you be able to do this.

Noticing

Clement et al, 2022.

Term	Definition
Ordinary Noticing	<i>A more casual form of noticing; the perceiving that people do all the time as they move through the world that is easily lost from memory</i>
Professional Noticing	<i>A way of seeing that is uniquely relevant to a particular profession. It requires more than casual attention when learning the components of professional practice, but over time, as the noticing becomes habitual, it is characterised by automatic processing. Health professions education is primarily concerned with teaching students to notice particular things.</i>
Intentional Noticing	<i>A collection of practices, which when used systematically, can enhance the capacity to notice, and to learn from experience, in both our personal and working lives. As a form of personal inquiry, it is a heightened form of noticing, where experiences are selected for contemplation, with the intention of informing future behaviour.</i>

Noticing

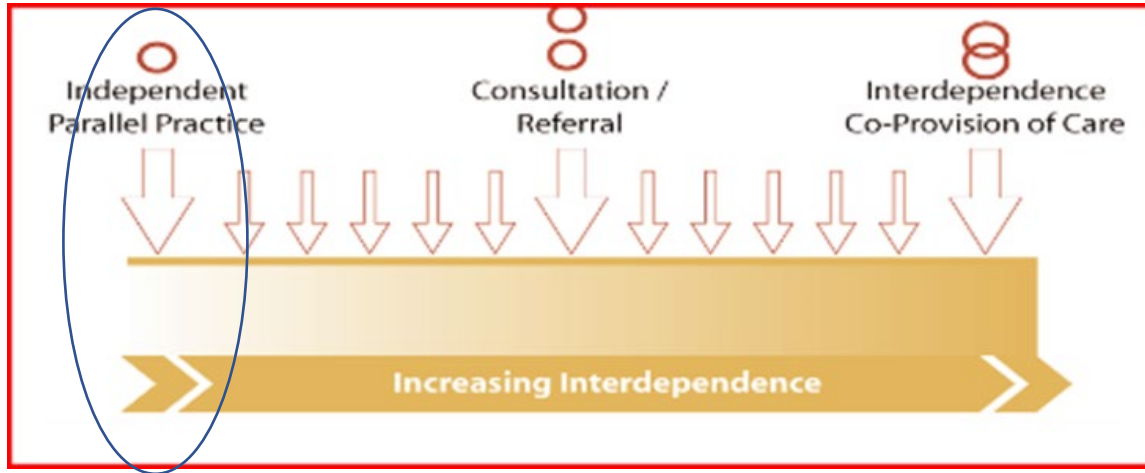
Holmes et al, 2015

1. Priming—priming students about aspects of their clinical environment and their motivations to conform or comply with external pressures;
2. Noticing—educating students to be aware of their motivations and actions in situations where they experience pressures to conform to practices that they may view as unprofessional;
3. Processing—guiding students to analyze their experiences in collaborative reflective exercises and finally;
4. Choosing— supporting students in selecting behaviours that validate and reinforce their aspirations to develop their best professional identity.

Priming

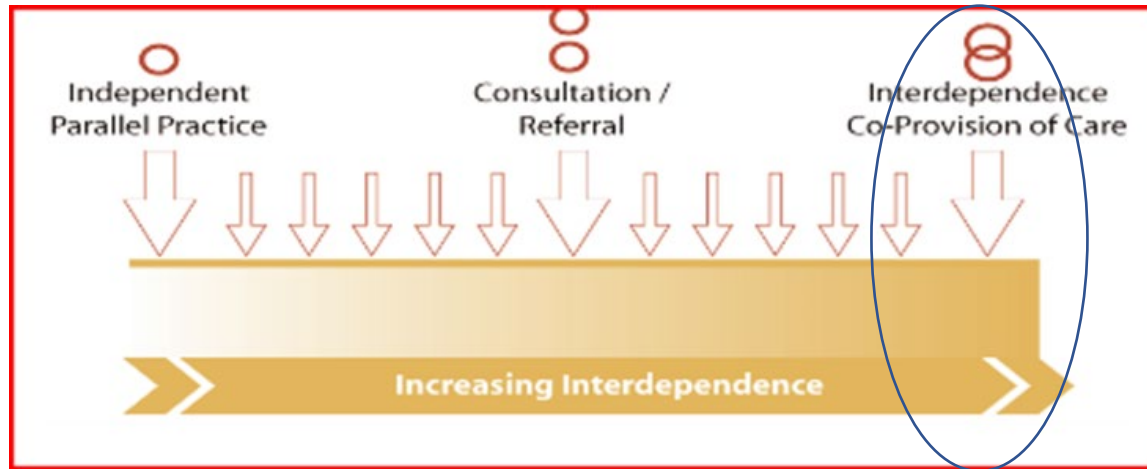
Priming students about different types of interprofessional collaborative practice

the spectrum of collaboration...



Oandasan et al, 2006

the spectrum of collaboration...



Oandasan et al, 2006

Noticing

Educating students to be aware of their motivations and actions in situations where they experience pressures to conform to practices that they may view as unprofessional.



Processing

Guiding students to analyze their experiences in collaborative reflective exercises and finally.



Choosing

Supporting students in selecting behaviours that validate and reinforce their aspirations to develop their best professional identity



The background features a large, intricate white line-art design on a blue field. The design includes a central circular motif with a stylized figure, possibly a deity or a person in traditional attire, surrounded by various symbols and patterns. The text "Māramatanga / Insights" is overlaid in a bold, yellow font.

Māramatanga / Insights

Further reading

- Clement, T., Bolton, J., Griffiths, L., Cracknell, C. & Molloy, E. (2023). 'Noticing' in health professions education: Time to pay attention? *Medical Education*, 57(4), 305–314. doi.org/10.1111/medu.14978
- Enright, H., & Gray, A. (2020). Unpacking the learning on consultant-led ward rounds: Lessons from ethnography in paediatrics. *Focus on Health Professional Education: A Multi-disciplinary Journal*, 21(3), 30-43.
- Holmes, CL, Harris, IB., Schwartz, AJ., & Regehr, G. (2015). Harnessing the hidden curriculum: a four-step approach to developing and reinforcing reflective competencies in medical clinical clerkship. *Adv Health Sci Educ Theory Pract*. Dec; 20(5):1355-70. doi:10.1007/s10459-014-9558-9.
- Oandasan, I., Baker, G. R., & Barker, K. (2006). *Teamwork in health care: promoting effective teamwork in healthcare in Canada: policy synthesis and recommendations*. Canadian Health Services Research Foundation.

Evaluation

We are going to evaluate these sessions twice yearly and you will receive an email for this but if you want to send any specific feedback about today's session please email edssu@otago.ac.nz

The background of the slide is a solid blue color with a subtle, repeating pattern of stylized flowers and leaves in a slightly lighter shade of blue. The flowers are large and five-petaled, with some showing detailed centers. The leaves are elongated and pointed, arranged in clusters. The overall aesthetic is clean and modern.

Ngā mihi nui