HP 223: Clinical Teaching and Evaluation of Clinical Competence

Lecture created by Dr. Maria Elizabeth Grageda for

HP 223:Clinical Teaching and Evaluation of Clinical Competence

National Teacher Training Center for the Health Professions

University of the Philippines Manila

Triad of clinical education
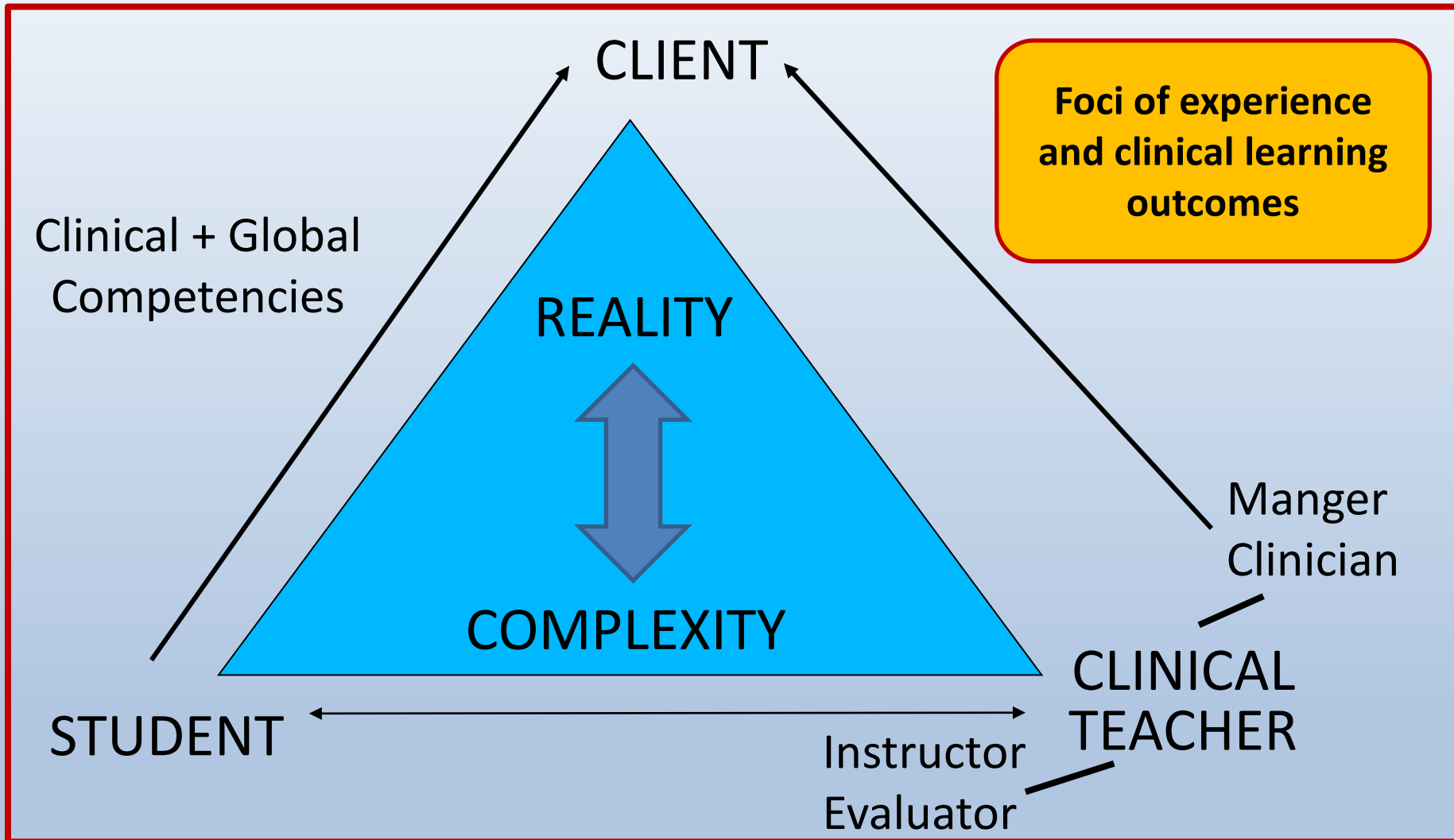
Goal of Clinical Teaching

Classroom

Clinics

Workplace

Theory

Practice

ENGAGEMENT
OBSERVATION

REFLECTION   DIALOGUE

Experience

Integration

Explanation

MENTORING

Deconstructed…
Simplified…
Focused…

…Integrated
…Complex
…Comprehensive
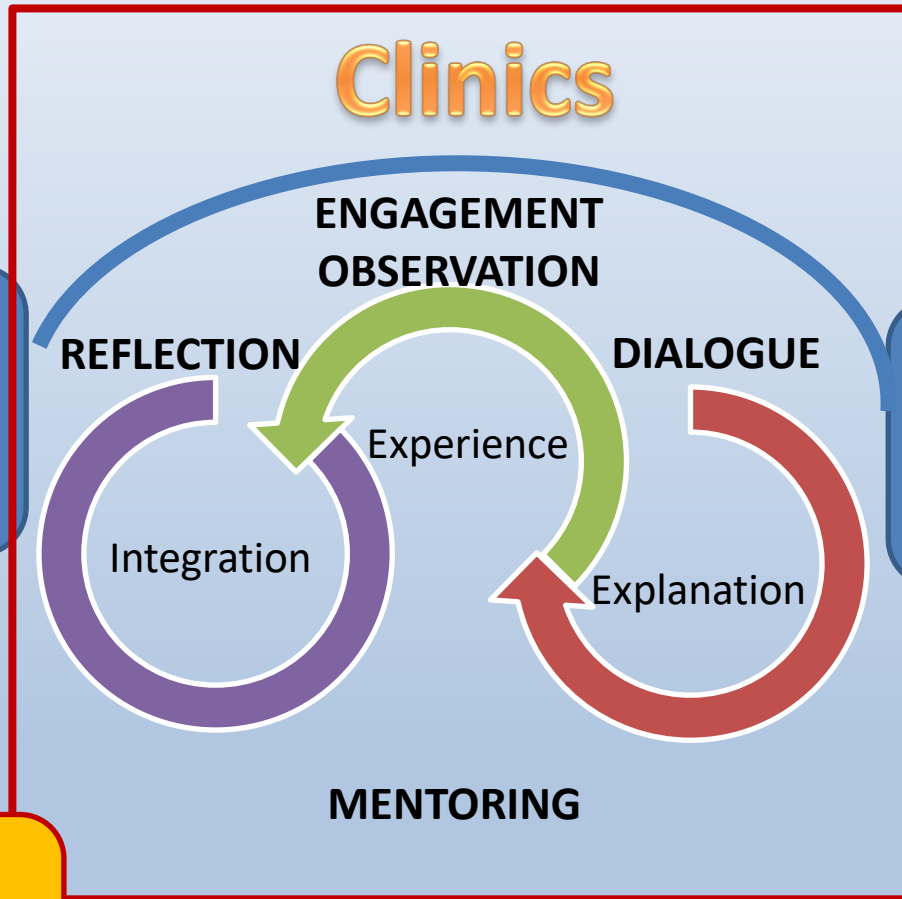
Strategies that maximize the learning environment

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                        │  Work-based     │
                        │  Assessment     │
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| Observation of clinical performance | Discussion of Clinical Cases | Multi-source Feedback | Entrustable Professional Activities | Testing |

Collection of useful information using quality assessments:

- Valid
- Reliable
- Acceptable
- Useful
- Impacts learning
- Equivalent

FEEDBACK

Assessment FOR learning
Assessment AS learning

Grading System

Evaluation principles & concepts applied to the clinical setting

Instructional Plan for Teaching-Learning in the Clinical Setting

Unit 1 Teaching-Learning in the Clinical Context

Foci of experience and clinical learning outcomes

Strategies that maximize the learning environment

OUTCOMES

STRATEGY

EVALUATION

Unit 2 Teaching-Learning Strategies in the Clinical Context

Unit 3 Evaluation Principles and Concepts

Evaluation principles & concepts applied to the clinical setting

Course Outcomes

After completing this course, you should be able to—

1. Explain principles of teaching and learning as applied to the clinical context

2. Describe the attributes of a good clinical teacher

3. Recognize your roles and responsibilities as a clinical teacher

4. Define clinical competencies of future health professionals

5. Select clinical teaching-learning strategies appropriate to your clinical students and your unique clinical learning environment

6. Select appropriate evaluation methods for your clinical learning context

7. Construct samples of valid and reliable evaluation tools for clinical training

8. Design a clinical teaching and evaluation plan for your own unit of instruction within your clinical training program

Course Requirements

- Final Output (clinical teaching plan) 20%

- Assignments 35%

- Participation in Activities 15%

- Case Presentation: Video Presentation 15%

- Mini-research Project 15%

Course Structure

- Input
- Activity (formative)
- Assignment (summative)

ASYNCHRONOUS	SYNCHRONOUS (FTF or Online)
Independent Study Participation in Activities Creation of outputs	Plenary of outputs Live discussions & group activities Consultations

VLE – vle.upm.edu.ph

Email ADS Admins at ads-admins@post.upm.edu.ph

Grageda for HP 223 - NTTCHP

Tools you should be able to Navigate

- VLE
- Flipgrid
- Edpuzzle
- TedEd Lessons
- MS Word

- Google Doc
- Google Forms
- Presentation & Video creation tools

Schedule of Synchronous sessions

- Sept 6 (Online) – Course Introduction

- Sept 27 (FTF) –Discussion & Preparation for MRP*

- Oct 11 (Online)– Plenary of Assignment 4

- Oct 25 (FTF) – Teaching Strategies & mentoring

- Nov 8 (Online) – Plenary of Assignment 5

- Nov 22 (FTF) - Presentations

- Dec 13 (FTF) – Plenary of Final Output*

Communication

- Email – official UPemail

    mmgrageda@up.edu.ph

- Group Chat – Google Spaces

- Video conferencing – Zoom or Google Meet

https://up-edu.zoom.us/j/93956534507
Meeting ID: 939 5653 4507
Passcode: ClinTchg

References

- Dent & Harden. 2009. A Practical Guide for Medical Teachers. 3rd ed.
- Hartley, Woods & Pill. 2005. Enhancing Teaching in Higher Education, new Approaches for Improving Student Learning.
- Rose & Best. 2005. Transforming Practice Through Clinical Education , professional Supervision and Mentoring.
- Sana. 2010. Teaching and Learning in the Health Sciences.