

“The educational role of clinical educators is not just one of observing sessions then providing feedback, it is a *proactive role* in developing students’ learning needs”
(Borders, 1992)

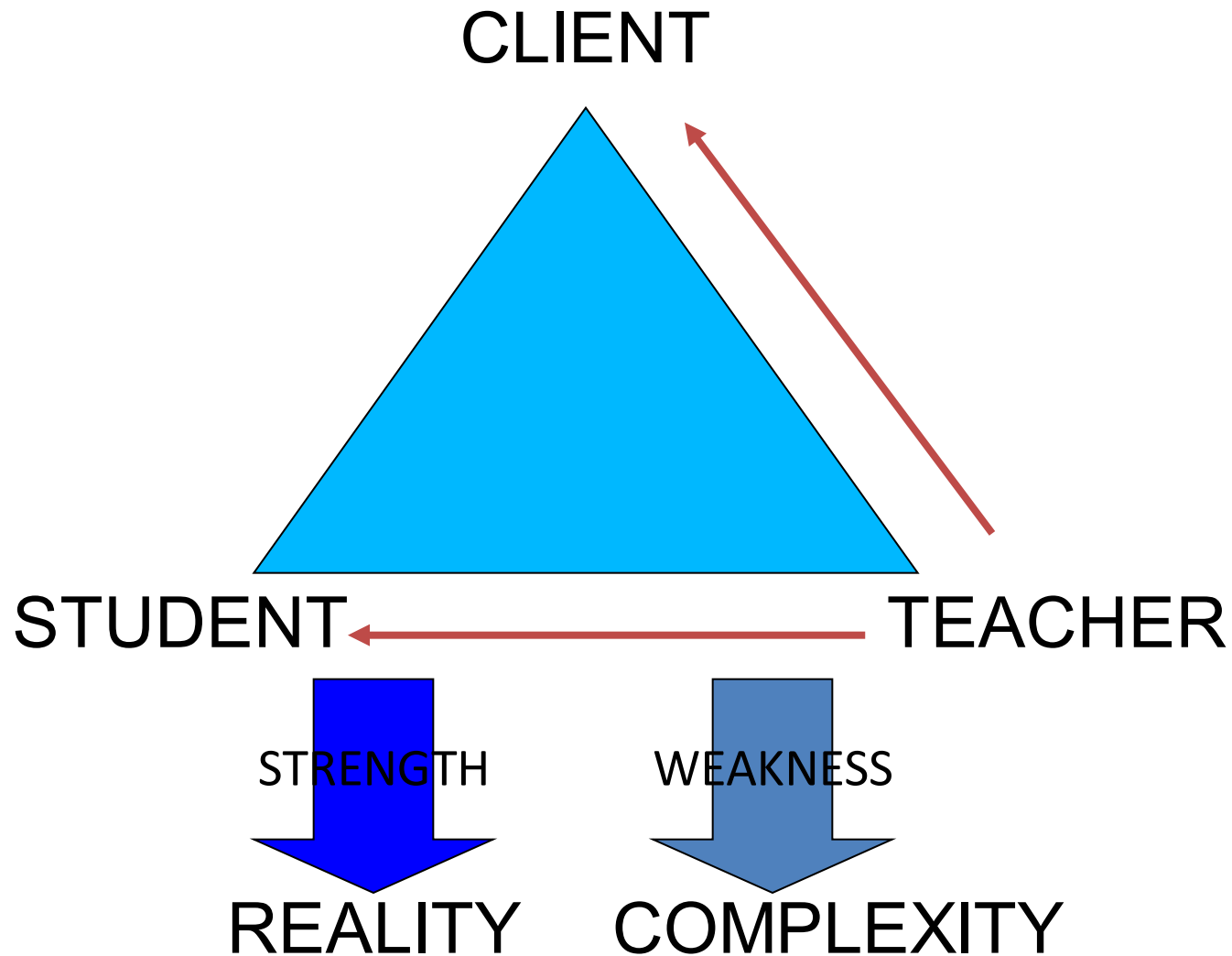


ROLES OF A CLINICAL TEACHER

*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*



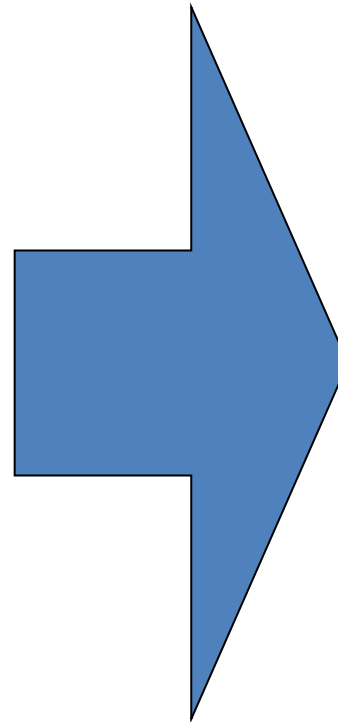
Triad of clinical education



Roles of the clinical educator

(Turney, et al, 1982)

- Manager
- Instructor/teacher
- Counsellor
- Observer
- Giver of feedback
- Evaluator/assessor



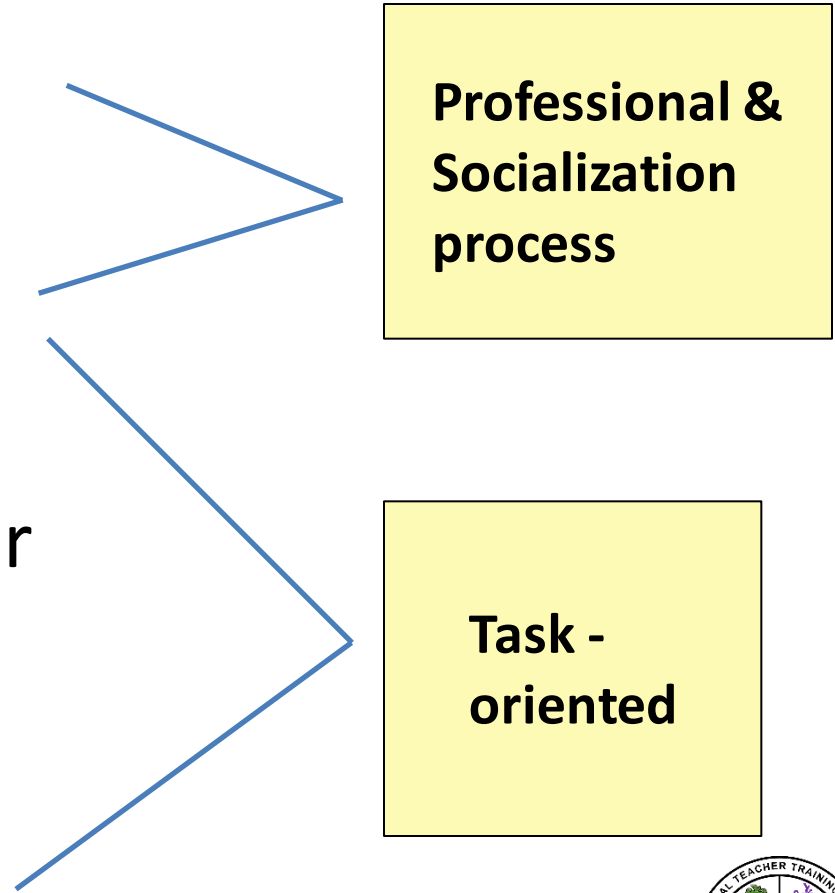
**STUDENT
AND PATIENT
NEEDS**



Roles of the clinical educator

(McLeod, 1997)

- Role Model
- Colleague
- Teacher
- Evaluator
- Administrator manager
- Counselor
- Researcher

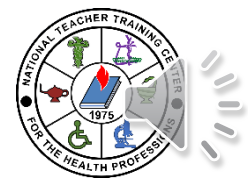


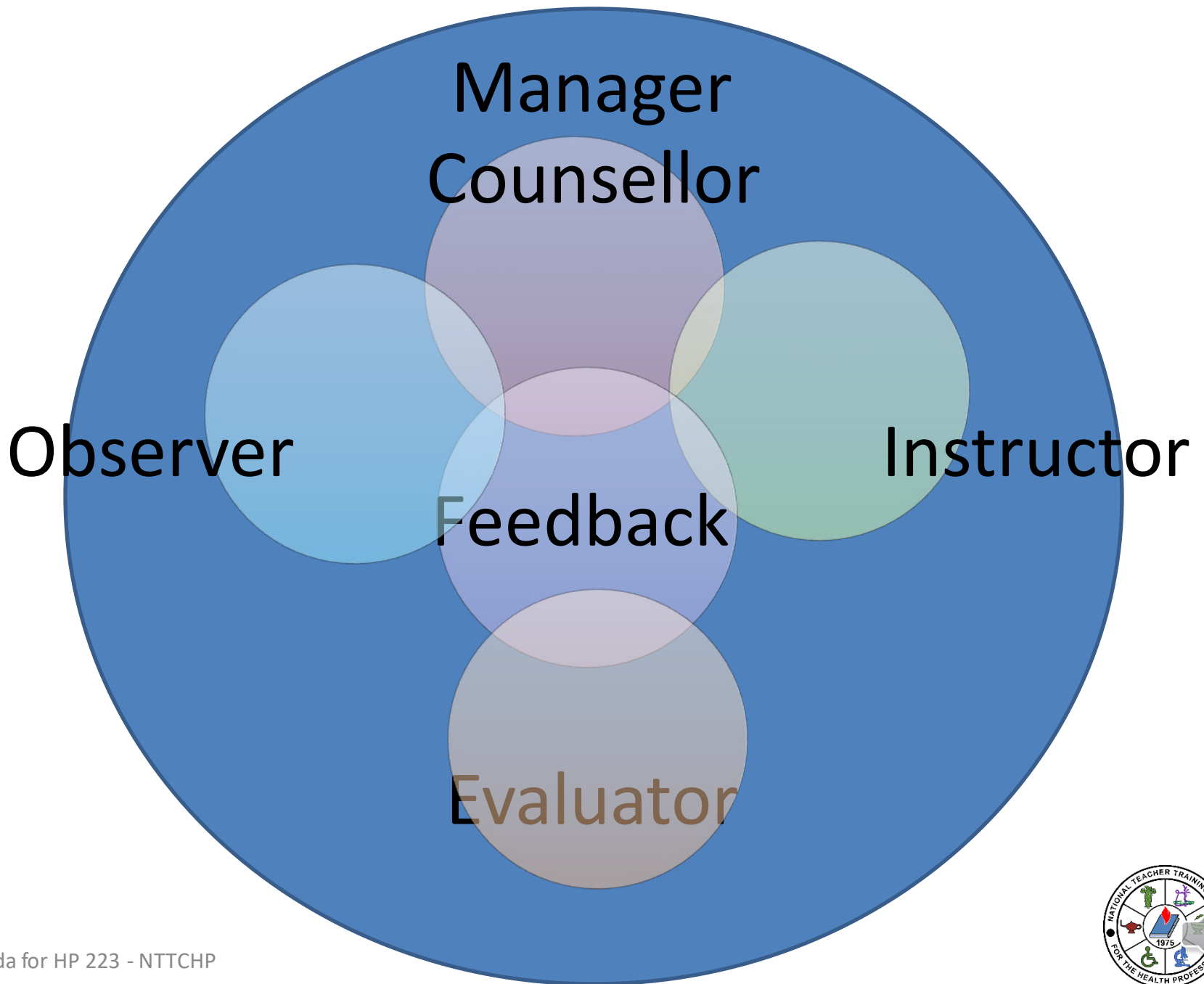
Roles can be affected by...

- Type of institution
- Timing within the program
- Other conflicting roles

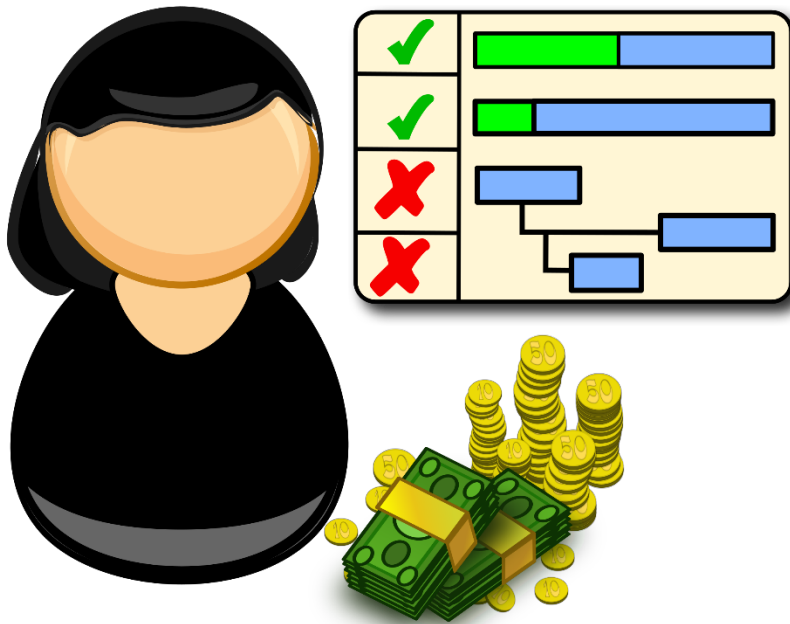


This Photo by Unknown Author is licensed under [CC BY](#)





As a MANAGER, you are involved in:



- Preparation of the learning environment
 - Staffing
 - Resources
 - Review of policies & procedures
 - Orientation
- Program Implementation
 - Day-to-day monitoring
- Evaluation & Review

An INSTRUCTOR facilitates...

Gradual transition of learners from a novice
to an expert



**Metacognition,
Thinking skills,
Problem Solving**



As an INSTRUCTOR, your skills should include:

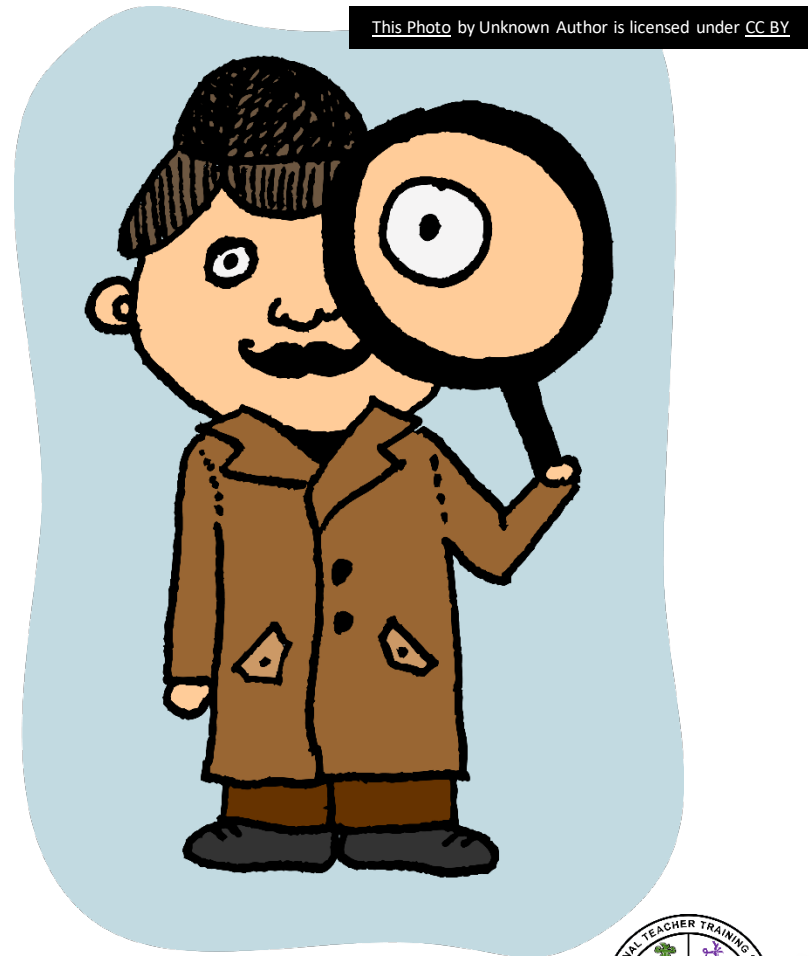
- Presenting
 - Ensure basic skills are mastered before more complex tasks are undertaken
- Questioning
 - Directing learner's attention towards significant factors of a task/s
- Problem-solving
 - Encourage self-directed learning
- Conferencing



As an OBSERVER...

This role is important when:

1. Learner is new or the skill is new
2. Situation is risky
3. Assessing competence
4. Providing feedback



As an OBSERVER...

- Clarify specific tasks to be observed
 - Ability to perform a task
 - Ability to communicate & interact
 - Knowledge of a particular topic
- Define objectives
- Consider others as observers
 - Students
 - Peers
 - Clients



Strategies that can help in observing:



- Note-taking
- Use of checklists
- Audio recordings
- Video recordings
 - May result to artificiality
 - Need for consent from patient & student

As a GIVER OF FEEDBACK...

- Use a variety of methods
- Ensure accurate content
- Make sure timing is appropriate



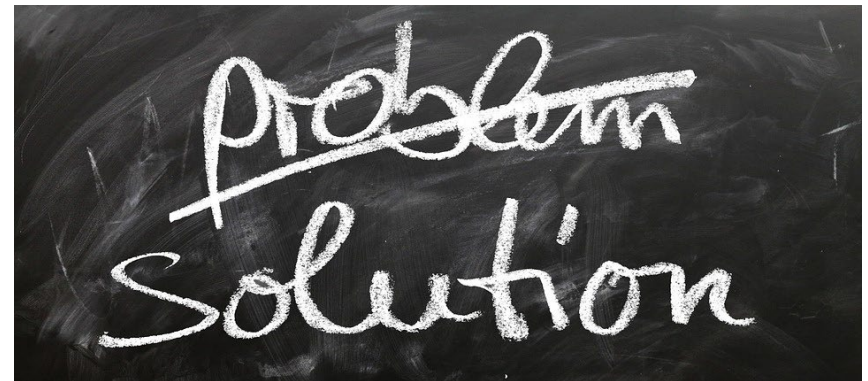
As a COUNSELLOR...

“The aim is for the person to cope as well as possible with the stressor. The problem is not treated as an illness. The person is not treated as being ‘sick’ but rather as a coping adult. Through expression of feelings...the person will be able to clarify and understand his or her problems better & solve them rationally to the best of his her ability...” (Davies, 2003)



When should we take on the role?

- When learner's work performance is deteriorating or poor
- Learner is having trouble coping
- When the learner approaches the clinical teacher



As a COUNSELLOR...



This Photo by Unknown Author is licensed under [CC BY](#)

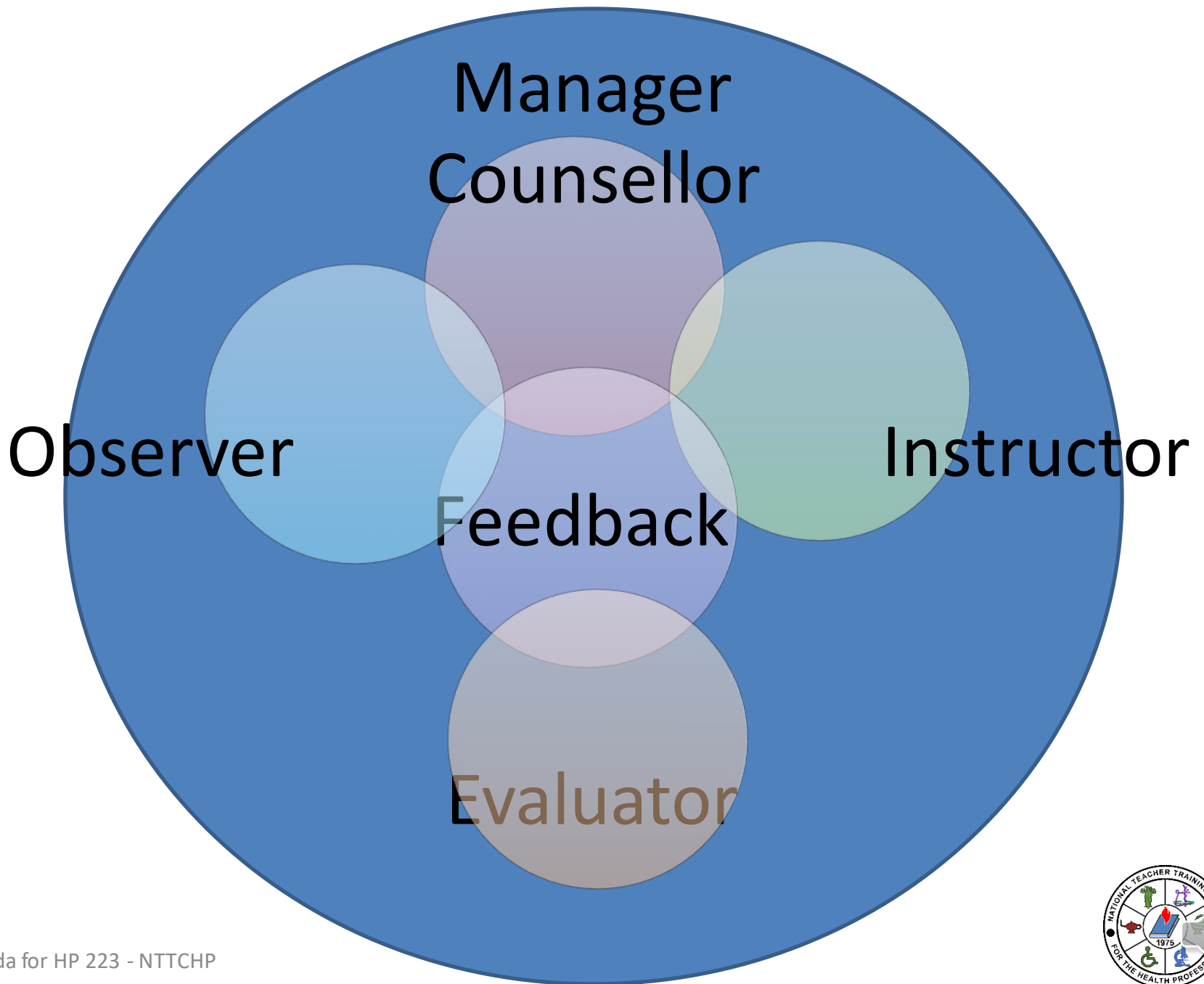
- Understand the issue
 - Ask clarifying questions
- Show respect and empathy
 - Listening
 - Do not offer advice
 - Enable the learner
- Help learner to come up with options for resolution
- Follow-up session



As an ASSESSOR...

- Remain fair and objective
 - Clear standards and criteria
 - Ensuring reliability
 - Providing constructive feedback
- Encourage self-evaluation and self-assessment





In summary...

- The role of the clinical educator is crucial in addressing the issue of complexity in the clinical setting
- Multiple roles require multiple skills
- The clinical teacher should know when and how these roles should come to play



What's my role?

Teacher to student: “Make sure to check if the bottles of ultrasound gel are filled at the start of each day.”

Student to another student: “Sir Peter was with me the entire time we were in the ICU but he was quiet the entire time and was watching me from afar. I was quite nervous every time he wrote something in his notebook. I wonder if I did something wrong?”

Teacher to another teacher: “When are we meeting to deliberate on the final grades of our students? I would like to see if Intern Roxas also performed poorly in other rotations.”

Teacher to students: “Walk with me so we could discuss the progress of our patient so you will be prepared during the ward rounds tomorrow.”



What's my role?

Teacher to student: “How are you feeling today? Why do you think you're having difficulty finishing your patients on time?”

Student: “I'm really sorry Ma'am. But lately I really seem to always feel very tired and unmotivated”

Teacher: “Why do you think that is so?”

Student: “I don't really know. Maybe I'm just homesick. I just recently moved into the dorm and this is the first time I've been away from home.”

Teacher: “I see. How do you think you can address those feelings so that it does not affect your performance?”

Student: “Maybe I could schedule a regular consultation with you every week. Talking about it really helps”

Teacher: “That's good to hear. Let's agree to talk every Wednesday at 9:00am. Let's meet next week so you can update me on how you are doing then.”

Student: “Thanks a lot Ma'am. I'll be there.”

