

## **Writeup on Value added course- "Resident as Clinical Teacher "**

Conducted by Department of Medical Education,  
Narayana Medical College, Nellore.

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### **Introduction**

A well rounded post graduate is one who is proficient in one's own clinical skills together with the ability to impart the same knowledge to the undergraduate medical students. Clinical residents are integral to teaching the appropriately recommended theory and clinical skills to undergraduates in pre-clinical and clinical years, and are thus expected to actively participate in the aforementioned. Third and fourth year medical students spend majority of their clinical postings in outpatient departments, clinical inpatient wards, operation theatres, ancillary units such as physiotherapy, family welfare, mobile ophthalmology unit, neonatal care unit etc.

Equipping a post graduate student with the know-how to teach an undergraduate student is challenging which is seldom included in their curriculum. Using the knowledge acquired as a resident to perform their respective clinical work should go hand in hand with sharing this knowledge with their juniors and undergraduates to form a well-rounded accomplished resident. Thus, when teaching is made a more intuitive process, the resident becomes a better educator and patient care is ultimately improved.

The resident is expected to treat undergraduate students professionally and impregnate the identity of a "doctor in the making" on their minds. They are expected to take an active role in educating medical students rotating on service. Each resident is acquainted with the clinical posting curriculum guidelines for each subject for undergraduates as they will play an essential role in their training during the clinical posting. The senior resident must assign cases to the students to follow and take notes and must ensure that they are co-signed by the residents.

A resident, though fundamentally a doctor, is still a learning student himself. Thus, instructing the physical exam is probably the hardest thing for residents as they feel the need to enhance their own clinical diagnostic skills before engaging the students in teaching. Undergraduate students are generally conversant with the theoretical knowledge of clinical diagnosis. They are grateful for someone to demonstrate the proper method of physical examination and then to observe their own technique and receive feedback. This gives them confidence in their own mettle to diagnose a case based on their physical examination skills.

Residents must be aware that students learn not only from classes and demonstrations, but also from closely observing what the residents and faculty do in the workplace through verbal and non-verbal behaviour. Thus, the resident should be vigilant to behave professionally and moreover explicitly tell the students precisely what to observe about his/her behaviour.

### **Aim of the course**

To train the institutional residents with the necessary skills to become more effective teachers, thus improving resident and student education and ultimately patient care.

### **Intervention Program**

The following curricula developed by the Narayana Medical College faculty and Medical Education Unit for Tomorrow healthcare Task Force, can be utilised for didactic presentations to bolster residents as educators. Each curriculum module includes a PowerPoint presentation, facilitator's guide, and a quiz.







# NARAYANA MEDICAL COLLEGE

Chinthareddypalem, Nellore

## Value Added Course on Resident as a clinical teacher

Sl. No	Date (8-9am)	Topic	Objectives	Faculty
1.	18-10-21	Introduction & Environment conducive to learning	<ul style="list-style-type: none"><li>• Determinants of learning at the hospital-learning environment.</li><li>• Elements of the clinical environment.</li><li>• Practical ways to create an environment conducive to learning.</li><li>• Maintaining continuity among patients, teachers and students.</li><li>• Availability &amp; accessibility of teaching &amp; learning resources.</li><li>• Teaching Climate</li></ul>	Dr.S.P.Rao, Dean, & Professor of community medicine.
2.	19-10-21	Good Clinical Teacher	<ul style="list-style-type: none"><li>• Characteristics of good clinical teachers.</li><li>• Self-Assessment of qualities.</li><li>• Continuous update of knowledge and skills</li><li>• Mentor</li><li>• Role model</li></ul>	Dr.P.Sasikala, Professor of physiology, Co-coordinator of MEU.
3.	20-10-21	Stakeholder's involvement	<ul style="list-style-type: none"><li>• Patient roles as clinical material, teacher, assessor and partner.</li><li>• Steps to engage students with patients and their groups.</li><li>• General principles for patient involvement.</li><li>• Involving other disciplines in teaching.</li><li>• Learning opportunities in a multidisciplinary team</li></ul>	Dr.P.Sreenivasulu Reddy, Professor & HOD, Dept of Microbiology.
4.	21-10-21	Principles & Strategies for effective clinical teaching	<ul style="list-style-type: none"><li>• Principles of effective clinical teaching.</li><li>• Useful strategies for clinical teaching.</li><li>• Tips for clinical teaching.</li><li>• General outline of various methods of clinical teaching</li></ul>	Dr.V.Mahidhar Reddy, Prof & HOD, Dept of General Surgery, Coordinator of MEU.

5.	22-10-21	Teaching on ward rounds & Bedside teaching	<ul style="list-style-type: none"> <li>● General Principles.</li> <li>● Strategies for teaching during clinical rounds.</li> <li>● Role of the hidden curriculum during clinical rounds.</li> <li>● Preparation including patient selection before teaching bedside clinics.</li> <li>● Structure for bedside teaching (Briefing –Practice-Debriefing)</li> <li>● Strategies of Examination (Skill) practice at the bedside.</li> </ul>	Dr.E.Anand Reddy, Prof & HOD, Dept of Psychiatry.
6.	23-10-21	Teaching in Clinics (case presentations) and OPD	<ul style="list-style-type: none"> <li>● General Principles of teaching in clinics.</li> <li>● Suggested teaching methods during and after the case presentation.</li> <li>● Useful strategies</li> <li>● Time management in teaching in a busy clinic.</li> <li>● Effective usage of teaching methods.</li> </ul>	Dr.V.Krishna Chaitanya, Professor of ENT.
7.	25-10-21	Teaching in Operation theatre	<ul style="list-style-type: none"> <li>● General Principles.</li> <li>● Useful Strategies for intraoperative teaching</li> <li>● Preoperative briefing</li> <li>● Postoperative follow up of teaching</li> <li>● Time and resources management while teaching.</li> <li>● Teaching in COVID times.</li> </ul>	Dr. Biju Ravindran, Prof & HOD, Dept of Orthopaedics.
8.	26-10-21	Teaching Practical Skills	<ul style="list-style-type: none"> <li>● General principles of teaching practical skills.</li> <li>● Explain clinical competence.</li> <li>● Maslow's levels of clinical competency</li> <li>● Acquisition of clinical competence.</li> <li>● Stages in teaching &amp; learning practical skills.</li> </ul>	. Dr.R.Viswakumar, Prof & HOD, Dept of Biochemistry
9.	27-10-21	Teaching Accident and Emergency cases	<ul style="list-style-type: none"> <li>● General Principles of teaching in trauma setup.</li> <li>● Triage teaching</li> <li>● Teaching effective usage of golden hour.</li> <li>● Teaching documentation in emergency setup.</li> <li>● Useful Strategies</li> </ul>	Dr. Biju Ravindran, Prof & HOD, Dept of Orthopaedics.

10.	28-10-21	Teaching interpretation of specimens/images	<ul style="list-style-type: none"> <li>● General Principles.</li> <li>● Teaching identification methods</li> <li>● Teaching interpretation of images</li> <li>● Usage of clinical photographs, video clips, model specimens for teaching</li> <li>● Useful Strategies</li> <li>● Interpretation in disease diagnosis.</li> </ul>	Dr.C.Jyothi, Vice-Principal, Professor of community medicine.
11.	29-10-21	Teaching patients	<ul style="list-style-type: none"> <li>● General Principles.</li> <li>● Strategies (check-explain-check-summarize)</li> <li>● Teaching how to take consent after explaining to patient.</li> <li>● Consent in an emergency setting</li> <li>● Legal implications of consent</li> <li>● Teaching Bioethics while dealing with patient</li> <li>● Teaching how to approach a patient in a lawsuit.</li> </ul>	Dr.S.V.Phanindra, Prof & HOD, Dept of Forensic Medicine
12.	30-10-21	Remote teaching	<ul style="list-style-type: none"> <li>● Strategies adopted for calls(at the start-during the call-call back)</li> <li>● Follow -up</li> <li>● Strategies for online teaching</li> <li>● Methods of online and virtual teaching</li> <li>● Effective usage of methods.</li> <li>● Teaching in COVID times.</li> <li>● Teaching clinical skills online</li> </ul>	Dr.K.Jithendra, Assistant Superintendent, Professor of Microbiology.
13.	01-11-21	Feedback	<ul style="list-style-type: none"> <li>● Giving feedback (Negative, Positive, Neutral)</li> <li>● General principles of Feedback</li> <li>● Useful strategies for effective feedback (Demonstrate –Role Play)</li> <li>● Feedback Models (Pendleton rules, Sandwich model, Chronological approach, criteria approach, trainee centred model)</li> <li>● One minute feedback.</li> <li>● Multi-source feedback (MSF)</li> <li>● Teaching observational skills.</li> </ul>	Dr.B.Sowjanya, Professor of Biochemistry.

14.	02-11-21	<b>Assessment methods for clinical skills &amp; WBA</b>	<ul style="list-style-type: none"> <li>• Categories of Assessment tools(Observational (DOPS), Discussion based (Mini-CEX, CBD) and Multisource feedback (MSF)).</li> <li>• Formative and Summative Assessments</li> <li>• Supervised learning events.</li> <li>• Effective use of tools.</li> <li>• General Principles.</li> <li>• Case Based Discussion (CBD) Role Play, Practicalities.Generic Questions.</li> <li>• Mini-Clinical Evaluation exercise (demonstration).Practicalities.</li> <li>• Suggested areas for observation</li> <li>• Directly observed Procedural Skills(DOPS)</li> <li>• Effective ways to use them</li> </ul>	Dr.V.Mahidhar Reddy, Prof & HOD, Dept of General Surgery, Coordinator of MEU.
15.	03-11-21	<b>Common problems in clinical teaching &amp; Developing as a clinical teacher</b>	<ul style="list-style-type: none"> <li>• Encouraging Reflection among students (Kolb's model) and clinical teachers.</li> <li>• Ad hoc teaching.</li> <li>• Teaching students at different levels together.</li> <li>• Engaging quiet or reluctant learner.</li> <li>• &amp;</li> <li>• Ways to develop the skills of clinical teaching.</li> <li>• Evaluation of teaching (self; Peer; video recording and feedback from learners)</li> <li>• Ways of collecting data on feedback.</li> </ul>	Dr.S.P.Rao, Dean, & Professor of community medicine.



**NARAYANA**  
MEDICAL COLLEGE

value  
added  
course

ORGANIZED BY  
**Department of Medical  
Education**

# RESIDENT AS CLINICAL TEACHER



For 2nd year postgraduates & junior faculty



**8am-9am**  
**18-10-21 to 3-11-21**  
**15 sessions**  
**@B.C.ROY Lecture**  
**Gallery**

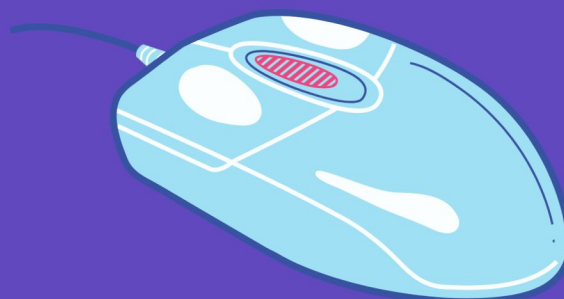
Linked to  
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**250/-**

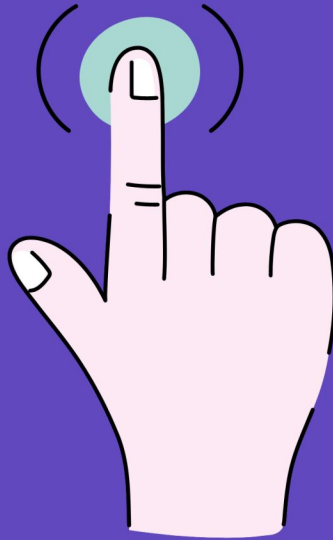


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