



Teaching for programmes in family medicine

Roger Neighbour



What are we teaching?

The curriculum

- Knowledge
- Skills
- Competencies
- Qualities
- Values

The hidden curriculum

- E.g. professionalism, compassion, dedication, life-long learning
-

Teaching methods depend on:

What we wish the trainee to learn

- Facts? Skills? Behaviours? Attitudes? Values?

and

How we wish the learning to take place

- By rote? Passively? By example? By self-discovery? Through experience?
-

Teaching knowledge, skills & competencies

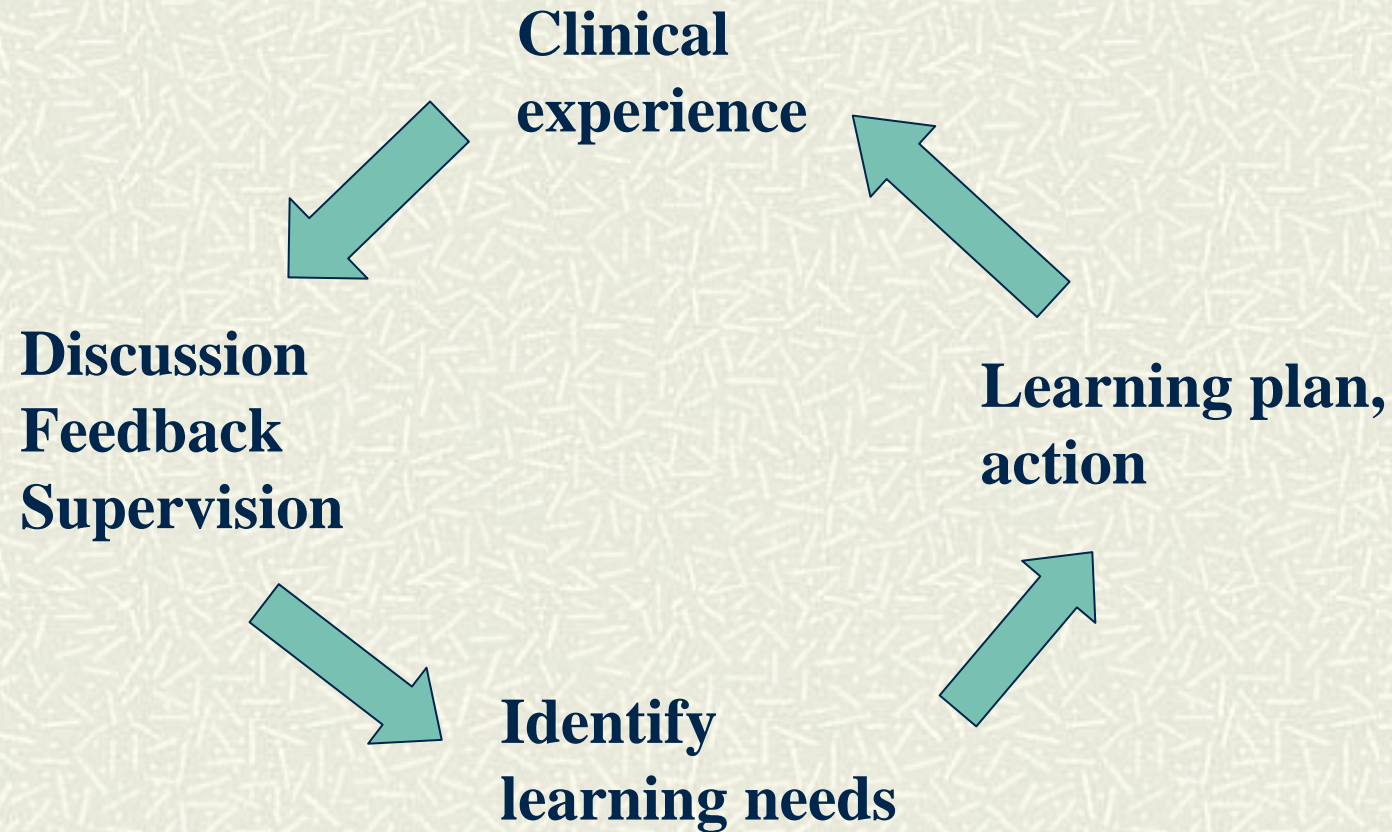
Might include:

- # Topic tutorials
 - # Suggested reading
 - # Case discussion
 - Randomly selected
 - 'Problem case'
 - # Case presentation
 - # Observed performance + feedback
-

Teaching qualities, values & the 'hidden curriculum'

- # Formal teaching unreliable or superficial
 - # Trainees learn more from
 - Example
 - Personal experience
 - Role models
 - Mentoring and self-disclosure
 - Feedback
 - Apprenticeship with trainer
-

Learning from 'doing the job'



What are the qualities of a trainer?

Credibility

- high clinical standards; experience; respect

Trained as a teacher

- including his/her own supervision
- systematic & thorough

Personal qualities

- e.g. tolerant, supportive, firm, non-collusive, reliable, available, a good listener
-

Formative assessment

Feedback on trainee's performance which is

- # Structured
 - # Non-judgemental
 - # Used for educational purposes only
-

Skilful formative assessment can identify the student's:

- # Existing knowledge and skills
 - # Existing competences
 - # Areas of relative strength and weakness
 - # Values and attitudes
 - # Learning needs
-

Methods of formative assessment of knowledge and skills

- # Confidence rating scales (self-scored)
 - # Competence rating scales (teacher-scored)
 - # Direct patient contact
 - # Case analysis (problem or random)
 - # Significant event analysis
 - # Written tests (MCQs, MEQs)
-

Formative assessment of attitudes, values and behaviour

- # Inherently more difficult & less objective:
few 'right or wrong' answers
 - # Student feels vulnerable to potential criticism:
requires sensitive management of process and feedback
 - # Possible methods:
 - Video recording in workplace
 - Appraisal – guided self-evaluation
 - 360 ° feedback – from colleagues, teachers, workmates, patients
-