1. Introduction

This unit focuses on competencies the Clinician Educator needs in order to be an effective teacher in multiple contexts in a manner appropriate to a range of learners, settings, and teaching media. The unit places emphasis on evidence-based teaching and current best practices to maximize engagement and learning.

2. Prerequisite units

Foundations 1 (co-requisite)

3. CE competencies addressed in this unit

The CE must be able to:

1. Teach effectively using different techniques within different contexts
2. Provide effective feedback

2. Learning objectives

By the end of this Unit, the CE will be able to:

1. Teach effectively using at least three different instructional methods for different contexts (according to the candidate’s educational settings)
   - clinical-based teaching
   - large-group teaching
   - workshop teaching
   - small-group teaching
   - one-on-one teaching
   - procedural skills teaching
   - e-learning
   - other as appropriate

The candidate should be able to:

- describe the indications, advantages, and disadvantages of each selected method within the relevant educational contexts
- describe the theory or evidence for best practices relating to each method
- regularly incorporate best practices into his or her teaching
• discuss the common pitfalls of each selected method
• demonstrate how to incorporate the CanMEDS framework within his or her teaching
• use effective questioning techniques to foster learner engagement and effective learning
• develop a teaching plan for a planned learning activity

2. **Demonstrate a reflective education practice, by**
   • describing the principles and importance of reflective practice
   • applying the principles of reflective practice in his or teaching

3. **Demonstrate awareness of faculty development issues by**
   • describing the unique challenges faced by teaching colleagues
   • demonstrating the ability to skillfully facilitate groups of peers

4. **Demonstrate comprehension of the principles of feedback, by**
   • describing the principles of good feedback
   • incorporating best practices in feedback, including giving feedback in challenging settings (e.g., a learner in difficulty)

5. **Suggested resources**

**Clinical teaching: Medical Journal of Australia “Teaching on the run” series**


**Clinical teaching: selected articles**


**Extraclinical teaching**

**Lecturing**


**Other**


**Reflective practice**


**Faculty development**


**Online resources**

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<tr>
<th><strong>BMJ Learning</strong></th>
<th><a href="http://learning.bmj.com/learning/home.html">http://learning.bmj.com/learning/home.html</a></th>
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<tbody>
<tr>
<td>The Expert Preceptor Interactive Curriculum (University of North Carolina School of Medicine)</td>
<td><a href="http://www.med.unc.edu/epic/welcome.htm">www.med.unc.edu/epic/welcome.htm</a></td>
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<td>London Deanery Faculty Development</td>
<td><a href="http://www.faculty.londondeanery.ac.uk/e-learning/teaching-clinical-skills">www.faculty.londondeanery.ac.uk/e-learning/teaching-clinical-skills</a></td>
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<tr>
<td>Medical Education (collaborative website)</td>
<td><a href="http://medicaleducation.wetpaint.com/page/Clinical+Teaching+Techniques">http://medicaleducation.wetpaint.com/page/Clinical+Teaching+Techniques</a></td>
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<tr>
<td>Practical Doc: by rural doctors, for rural doctors (Alberta Rural Physician Action Plan)</td>
<td><a href="http://www.practicalprof.ab.ca">www.practicalprof.ab.ca</a></td>
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**Principles**


### 6. Learning Activities

**Formal**

- The candidate must engage in a structure, formalized activity or a series of activities related to instructional methods relevant to a CE's practice environment. A separate learning activity or activities should specifically focus on providing feedback. The activities should include interactions with other learners and teachers. The activities will facilitate a deeper engagement of the material. The learning activities can include, for example, workshops, courses, e-learning programs, or other activities associated with a faculty development program, or a national specialty society or education conference. The learning activity or activities must be pre-approved by the CE AFC program. To assist in standardizing the scope of the required learning activities among CE AFC programs the typical time requirement for the formal learning activities is 6 hours.
Applied
To complete this unit, the candidate must:
1. Design strategies to engage learners and apply these strategies in three different educational settings. The candidate must document the challenges and the strategies adopted, and reflect on their impact on his or her development as a teacher.
2. Seek evaluation on his or her teaching
   • from learners
   • from peers/education experts
3. Provide formative feedback to a learner on at least three different occasions and create a de-identified record of the feedback

7. Assessment

Formative
During this unit candidates should meet regularly with their unit advisor (a minimum of four 30-minute meetings or equivalent) to:
   • discuss and receive feedback on their understanding of key ideas in instructional methods
   • check their progress in achieving the learning objectives of this unit
   • monitor their progress in the applied learning activities

Documentation of these interactions and their outcomes is required (through the Final Unit Report).

Summative
Candidates must submit e-documentation of the following via their electronic portfolio:
1. Proof of successful completion of the formal learning activities (via the Final Unit Report and not as a separate entry.)
2. A reflective essay or multimedia report describing instructional methods for three different learning environments, as detailed above
3. Teaching evaluations from five learners pertaining to at least two different teaching methods
4. Teaching evaluations from two peers using at least two different teaching methods
5. A de-identified record of feedback to a learner, based on at least three encounters
6. Final Unit Report: a narrative report from the unit advisor using the prescribed template indicating that the candidate has successfully completed the unit.

8. Criteria for a unit supervisor

Education qualifications: extensive teaching experience in multiple modalities.

Experience: A proven record of teaching excellence (promotion, awards, or widespread reputation for teaching excellence as determined by the CE AFC program).

The CE AFC program must assess the appropriateness of the proposed unit advisor and submit the relevant certificate.
9. Unit designation

Core