THE UNIVERSITY OF TEXAS AT EL PASO
SCHOOL OF NURSING

CLINICAL FACULTY

• Directs overall goals and objectives for the practicum experience based on student outcome objectives

• Identifies and discusses the learner's needs in order to meet the course objectives;

• Assesses the nature of particular patient-care encounters that will enable the student to meet his/her learning objectives at this level in the curriculum

• Utilizes appropriate teaching methods to help the student meet his/her learning objectives.

• Evaluates whether the learner’s objectives have been achieved.

• Provides the student with feedback

Teaching Tips

1. Avoid using the same teaching-learning approach for everyone. Students learn in many ways. Some are visual, oral or written learners, some concrete and some abstract, and others are multidimensional. Recognize that your style of learning may be very different from the student's.

2. Spend some time to know your student. Find out your student's talents, prior experiences, and learning needs. This information helps you know how to best guide the student. Knowing the student's current knowledge base and readiness to learn helps both of you know how much work you have ahead of you. This is essential to help the student see the gap between where they are and where they need to be.

3. Create a positive and safe learning environment Students are more likely to take risks when the teacher creates a safe environment. Admitting what one doesn’t know or making a wrong decision is an uncomfortable feeling for anyone. Allow students the opportunity to learn from their mistakes. Establish mutual trust, respect, and support.

4. Give frequent feedback along the way, not just at the end. Students need to have information about their behavior and performance as they are learning. Focus on the performance, not the person. Involve the learner in the self evaluation process.
5. Share your passion for nursing and health care.
If the teacher has passion for the art and science of nursing and/or health care, the student is likely to catch it. You are teaching by example all of the time. Students learn as much from observing your behavior and communication of caring as they do from listening.

6. Repeat the important points.
Give the most important points more than once and in various ways. The first time something is stated it is heard and will be recognized, but it takes repetition and application to be learned. Repeat the important points!

7. Ask questions.
Learning requires exploring the unknown and considering ideas from a different perspective. The preceptor guides the student to seek a deeper understanding. For example, “how does that work?” “What would have happened if we had done exactly opposite of what you suggested?” You are teaching how to think. Ask questions that encourage students to demonstrate the thinking process that led to the right answer.

8. Talk out loud about your decision making process.
Share your thought process that led to making decisions. Problem solving skills can be learned. Point out the factors in the clinical situation that guided your thinking.

9. You don't have to be perfect.
Acknowledging that you don’t know something shows you are still learning. The student expects you to know the answers to most questions, but does not expect you to be perfect.

10. Sometimes “less is more”.
Making one or two teaching points in a case may be better than trying to have the learner focus in on all possible learning points.

11. Break larger tasks into step by step skills.
Give feedback on the performance of each step of the process. Give rationale during demonstration. Allow active practice and repetition.

12. Be punctual, present, presentable, professional and personable, NOT perfect.

REFERENCE:
Teaching Skills and Methods

Although a variety of teaching methods may be used by individuals, note common teaching methods below (Heidenreich, Lye, Simpson, & Lourich, 2000).

Common Teaching Methods

1. Assess student’s level of clinical competence, discuss expectations, teaching methods, and introduce student to the clinical site, policies, and personnel.

2. Determine student learning objectives and priorities: Prior to each clinical session, develop a teaching learning plan that builds on clinical learning objectives.

3. Develop a problem-oriented focus: Select a concept or problem area for each clinical day that enhances variability in clinical learning (e.g., physical exams of various age groups, collaboration with other health care workers (transportation, PT etc).

4. Readying: Faculty-directed patient briefing (1-2 minutes) of student regarding the patient and tasks to accomplish prior to accompanying the student into the patient’s room. Get a commitment and ask:
   - What do you think is going on with this patient?
   - What do you want to do?

5. Pattern identification: The process of recognizing that signs and symptoms occur in patterns and the student recognizes the relationship between assessment data and a working diagnosis. Probe for evidence:
   - What led you to your diagnosis or decision?
   - What else do you consider?

6. Clinical problem solving: Teaching in the patient’s presence. Student presents signs and symptoms in front of patient and the faculty “utilizes the teachable moment” in response to this student’s presentation. Teach general rules:
   - The key features of this illness are… The natural progression of this disease is…

7. Feedback method: Guides student’s clinical development through a process of beginning with analyses of specific experiences, student self-assessment, identifying relationships between clinical experiences and general concepts, and determining concept. Tell the student what he/she did right and the effect it had:
   - Specifically, you did a great job of…

8. Student/Learner reflection: Collaborative discussion that guides the student in making critical relationships between prior knowledge and new clinical experiences. Correct mistakes:
   - Next time this happens, try this…