



ACADEMY FOR ACADEMIC LEADERSHIP

Clinical Teaching Tips

Convenient, practical, and portable, AAL has collected an assortment of proven strategies, guidelines, and best practices to aid clinical faculty at all levels.

For more information, visit:
AALgroup.org

CONTENTS

General Principles of Clinical Teaching	1
Process of Clinical Teaching	2
Characteristics of a Supportive Teacher	3
7 Traits of Effective Clinical Teachers From the Students' Point of View	4
4-Step Process for Teaching Psychomotor Skills	5
4 Levels of "Teaching" Questions	7
What Should Clinical Teachers Do for Students?	8
Feedback and Reflection: Questioning Strategies	9
When Feedback Should Be Given to Students	10
7 Traits of Effective Feedback	11
How to Be an Effective Supervisor/Mentor	12
7 C's of Clinical Coaching	13
How to Serve as a Positive Role Model	14
References	15
8 Additional Tips for Clinical Teaching	17

4 LEVELS OF “TEACHING” QUESTIONS

Intellectual Level of Question:

Students' Job:

LEVEL 01 Request facts about case

- Any evidence of trauma?
- How was pain described?

**Report
Facts**

LEVEL 02 Check students' knowledge

- Is pain radiating to the jaw a common finding?
- How could a drug interaction cause this?

**Explain
Rationale**

LEVEL 03 Assess ability to analyze

- What should we do for Mrs. Jones?
- What's your assessment of this radiograph?

**Articulate
Plans and
Assessments**

LEVEL 04 Help clarify students' thinking

- What lessons will you take away from this case?
- Has this case changed your thinking about...?

**Debrief and
Reflect**

7 TRAITS OF EFFECTIVE FEEDBACK

- ⊕ **Be nonjudgmental: Focus on action, not the person**
- ⊕ **Focus on immediate, specific issues**
- ⊕ **Address behaviors that students can change**
- ⊕ **Ensure feedback is well timed and expected**
- ⊕ **Cover one point at a time; don't overwhelm**
- ⊕ **Provide balance: positive as well as corrective**
- ⊕ **Give anticipatory guidance: suggestions and reminders; alert students to potential problems**

7 C'S OF CLINICAL COACHING

- ④ **COACH**, don't criticize (essential above all else)
- ④ **COMMUNICATE** clearly; explain at students' level
- ④ **CORRECT** with specific recommendations
- ④ **COACH** actively, especially during patient care
- ④ **CONCISE** feedback: one-minute prescription – one point at a time
- ④ **CONFIRMATION** by student: Ask students to explain their understanding of coaching (“no confirmation, no comprehension”)
- ④ **CONGRATULATE** students for actions/decisions well done