



This is the Author's version of the paper published as:

Title: Supporting our clinical teachers: What links need to be built?

Author: S. Hyde and I. Rothnie

Author Address: shyde@csu.edu.au

irothnie@med.usyd.edu.au

Conference Name: Linking Learners and Leaders

Title of Conference: Association for Health Professional Education (ANZAME) conference

Year of Conference: 2007

Conference Location: Canberra, Australia

Pages: pp38

URL: <http://www.conlog.com.au/anzame/>

Keywords: clinical teaching, support strategies, focus groups, survey methodology

Abstract: The underlying premise of this research is that by improving the support of clinical teachers, the student learning experience in clinical contexts will be enhanced. This project reports on an investigation of the perceptions of academic support provided by the Rural and Metropolitan Clinical Schools, University Departments of Rural Health (UDRH), and Faculty of Medicine to clinicians who teach medical students as part of the University of Sydney Medical Program (USydMP). After a review of the literature to identify support strategies being used in other centres, focus groups were conducted with clinicians at each of the rural sites – Lismore, Broken Hill, Dubbo and Orange. The information gained from the focus group discussions, and a review of the literature, was used to design a survey which was distributed to 450 clinical teachers in NSW associated with the University, with a 42% response rate. There are nine main clinical teaching sites affiliated with the University of Sydney. Clinical teaching staff were identified as those holding academic clinical titles. Whilst it is recognised that there are many other clinical teaching staff without academic titles, this was the most convenient means of capturing the sample. Two schools chose to administer the survey themselves and self-identified their clinical teaching staff. The results were surprising and revealed that clinical teaching staff did not desire teaching skills workshops, as is standard practice in most faculty development centres, and has been reported as one of the main support needs in the literature. Rather, improved communication of what is expected of them, what they can expect of the students, the minimum standards students are expected to achieve, and a need for feedback were the most commonly identified support needs. The survey also asked questions about clinicians' teaching experience, the amount of time they spend with students, the amount of time they would like to spend teaching stud

CSU Research Output

<http://researchoutput.csu.edu.au>

ANZAME07

Small Group Presentation

Theme: Linking

Title: Supporting our clinical teachers: What links need to be built?

Author: Sarah Hyde, Centre for Innovation in Professional Health Education and Research (CIPHER), The University of Sydney

The underlying premise of this research is that by improving the support of clinical teachers, the student learning experience in clinical contexts will be enhanced. This project reports on an investigation of the perceptions of academic support provided by the Rural and Metropolitan Clinical Schools, University Departments of Rural Health (UDRH), and Faculty of Medicine to clinicians who teach medical students as part of the University of Sydney Medical Program (USydMP).

After a review of the literature to identify support strategies being used in other centres, focus groups were conducted with clinicians at each of the rural sites – Lismore, Broken Hill, Dubbo and Orange. The information gained from the focus group discussions, and a review of the literature, was used to design a survey which was distributed to 450 clinical teachers in NSW associated with the University, with a 42% response rate.

There are nine main clinical teaching sites affiliated with the University of Sydney. Clinical teaching staff were identified as those holding academic clinical titles. Whilst it is recognised that there are many other clinical teaching staff without academic titles, this was the most convenient means of capturing the sample. Two schools chose to administer the survey themselves and self-identified their clinical teaching staff.

The results were surprising and revealed that clinical teaching staff did not desire teaching skills workshops, as is standard practice in most faculty development centres, and has been reported as one of the main support needs in the literature. Rather, improved communication of what is expected of them, what they can expect of the students, the minimum standards students are expected to achieve, and a need for feedback were the most commonly identified support needs.

The survey also asked questions about clinicians' teaching experience, the amount of time they spend with students, the amount of time they would like to spend teaching students, and their preferences for a variety of different teaching workshops. The results have also compared the support needs of rural clinical teachers with their metropolitan counterparts.

This presentation will discuss the issues arising from focus groups, the design of the survey, the survey responses, and how the results are being used to create stronger links between clinical teachers, clinical schools, and the University. It is envisaged that the

CSU Research Output

<http://researchoutput.csu.edu.au>

results of this study will be useful for other universities and clinical schools, as well as aiding decision making and addressing gaps in the literature.

Bio:

Sarah is a Lecturer in Medical Education and PhD student investigating students' use of self-regulated learning skills in problem-based learning and clinical learning contexts. She is based at the Orange campus of the School of Rural Health and has a particular interest in evaluation, problem based learning, and rural medical education.

348APP7ZC