

TEACHING & EVALUATING PARTICULAR CLINICAL SKILLS

1. Teaching clinical interview skills

- This skills is normally teach early in the student's career, often just prior to the first clinical attachment
- To teach students interview skills has a number of aspects
 - Good ability to interview a patient are satisfying for doctor and the patient
 - The doctor gather sufficient information to proceed into diagnosis and treatment of the patient
- The student must develop the following things appropriately for interviewing a patient
 - They must develop appropriate interpersonal skills
 - They must proceed to an understanding about the form and purpose of a satisfactory interview

2. Learning to interview

- The basic content of interview training should include the following:
 - Data collection
 - Nature of current problem
 - Impact of problems on patient and family
 - Patient's view of problem
 - Predisposition of similar problems
 - Interview technique
 - Formulation of appropriate questions
 - Empathic response to patients
 - Awareness and understanding of the internal response of patient
 - Perception of non-verbal communication and cues

- Interview structure
 - Opening, in which the patient's problem are introduced
 - Main section in which relevant data are defined and additional problems may be identified
 - Conclusion in which a summary of the data is given, solutions proposed, immediate steps derived and a statement of termination made

3. Methods of teaching interviewing skills

- Video recording
 - Several ways of using video equipment – the simplest is to record examples of interviewing techniques (good or bad) for demonstration purposes
- Simulation
 - The advantages are, it can be scheduled at a convenient time and place and all the students can face with the same situation
 - The interview can be interrupted and any problems discuss freely in front of the patient
 - The patient can re-interview at a later date and time

4. Teaching physical examination skills - Learning to perceive clinical features and make fine discriminations accurately requires:

- A clear understanding of the task
 - Explain the task – it is the teacher's duty to spell out exactly what the sign comprises and consequently what the task is in perceiving it
 - Explain methods to assist in the task
- Supervised practice
 - Practice on normal patient
 - Practice on simulation

- Feedback and performance
- Direct experience repetition
 - Early exposure to clinical signs
 - Opportunities for discussion with teacher
- Repetition
 - Provide sufficient practice session
- Knowledge of results
 - Students must be able to check whether their performance is satisfactory
- Persistence
 - Teachers should have an important role in modeling self clinical behavior
 - Modeling drive at repeating observations on clinical features until it can be confidently stated that a sign is present or not

5. Evaluating clinical and practical skills

- Evaluation and assessment use interchangeably, but evaluation is generally understood to refer to the process of obtaining information about the course (or teaching) for judgment and decision making
- Improving the quality of your teaching depends on a combination
 - Experience
 - Willingness to critically evaluate performance
- Evaluation may be
 - Informal
 - The teacher can do that from his/her careful reflection of what happened during the session with the group
 - The importance of informal evaluation lies on the teacher's commitment to turn these reflections into improvements
 - Formal
 - Distribution of questionnaire to the class

- Seek the service of a teaching unit
- Video or audiotape recording – analysis of the video tape recording of the session – self evaluation
- Peer evaluation

“In clinical instruction there is no better teaching medium than an enthusiastic teacher, a patient with illnesses and a small group of enthusiastic student.”