

## **Clinical Teaching Made Easy**

#### Note

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The author and publishers have, as far as is possible, taken care to confirm that the information complies with the latest standards of practice and legislation.

# **Clinical Teaching Made Easy**

A practical guide to teaching  
and learning in clinical settings

**Judy McKimm and Tim Swanwick**



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# Acknowledgements

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# Preface

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In 2007, the London Deanery, an organisation responsible for the postgraduate training of over 12 500 doctors and dentists, embarked on an ambitious programme of faculty development. One of the outputs of that programme was a series of e-learning modules to aid the professional development of London's own postgraduate training network across a large number of Acute, Foundation Primary Care and Mental Health Trusts. The modules, condensed and supplemented with new material, were subsequently published as a monthly series of articles in the *British Journal of Hospital Medicine* and are collated here in *Clinical Teaching Made Easy: A practical guide to teaching and learning in clinical settings*.

This is a practical book. Chapters have been written for the clinician, rather than the academic educator, and our intention is to provide comprehensive coverage of all aspects of clinical teaching and training of immediate relevance to the health service setting. If, after reading a given chapter, you want to explore a particular topic further then we recommend that you visit [www.londondeanery.ac.uk/facultydevelopment](http://www.londondeanery.ac.uk/facultydevelopment) where you can find the full suite of open access e-learning modules complete with a range of supporting material.

Although *Clinical Teaching Made Easy: A practical guide to teaching and learning in a clinical setting* was written with the medic in mind, where possible we have tried to pull out generic themes and highlight multiprofessional messages. Many topics – patient involvement, workplace-based assessment, supervision etc – have no uniprofessional ownership and readily translate across a range of clinical contexts. We therefore invite colleagues from all healthcare professions where learning and teaching takes place in the clinical setting, to join us in this exploration of what it means to be an effective clinical teacher.

Judy McKimm and Tim Swanwick  
August 2010

# Introduction

Tim Swanwick

At the time when this chapter first appeared in the *British Journal of Hospital Medicine*, postgraduate medical education had just emerged from the rather prolonged and difficult labour of *Modernising Medical Careers*, a wide-reaching programme of educational reform. Having restructured, and to a certain extent formalised, postgraduate medical education, the next task for both government and the regulator was to improve its quality. Many other professions, such as nursing, already had a long and enviable track record of high quality service-based education, and medicine clearly had some catching up to do. One of the hardest tasks was to dispel the belief that clinical teaching and training was something that could be fitted in and around the service-day, requiring no special ability or skills on the part of the clinical teacher. This chapter then lays out that (long over-due) challenge to medical teachers, namely that engaging in faculty development, or teaching the teachers programmes, should be an essential requirement for educational practice, no longer an optional extra. We apologise to colleagues from other disciplines for the unprofessional nature of what follows, who we recommend skip the next few pages and go straight on to the 'business' of clinical teaching presented in the rest of the book. In the meantime, doctors, read on.

In a quiet and not often visited corner of the General Medical Council's Good Medical Practice (2001) - paragraphs 15 and 16 if you're interested - lie two important statements. Firstly that:

*Teaching, training, appraising and assessing doctors and students are important for the care of patients now and in the future. You should be willing to contribute to these activities.*

A willingness to be involved in clinical teaching then is a professional responsibility. But the GMC doesn't stop there, insisting that:

*If you are involved in teaching you must develop the skills, attitudes and practices of a competent teacher.*