

ST3-EDU-FELL-EPA2 – Clinical (bedside) teaching

Area of practice	Medical education	EPA identification	ST3-EDU-FELL-EPA2	
Stage of training	Stage 3 – Advanced	Version	v0.3 (EC-approved 26/02/16)	
<p>The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.</p>				
Title	Deliver and evaluate clinical (bedside) teaching sessions.			
Description Maximum 150 words	<p>Teaching clinical (bedside) skills, such as clinical assessment, communication skills, to a variety of learners, including medical students and interns. The trainee will prepare, deliver and evaluate at least three clinical (bedside) teaching sessions.</p> <p>Note: 'bedside' is the term traditionally used in medical education but it is acknowledged that in psychiatric practice, patients are ambulatory.</p>			
Fellowship competencies	ME		HA	
	COM	1	SCH	1, 2
	COL	1, 2, 3	PROF	1, 2, 3
	MAN	2		
Knowledge, skills and attitude required The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p>Ability to apply an adequate knowledge base</p> <ul style="list-style-type: none"> • Understand the basic principles of adult learning and learning styles. • Understand qualities of a good medical teacher. • Understand the principles of clinical teaching. • Understand the principles of giving constructive feedback. • Understand the principles of evaluation of teaching. <p>Skills</p> <ul style="list-style-type: none"> • Plan and implement clinical teaching sessions. • Tailor teaching to level of learners and presence of patients. 			

	<ul style="list-style-type: none"> • Identify learning outcomes. • Identify and obtain informed consent from appropriate patients. • Role model clinical skills. • Observe learner practising clinical skills. • Promote discussion. • Deliver constructive feedback. • Promote reflective practice in learners. • Evaluate and engage in reflective practice on own teaching. <p>Attitude</p> <ul style="list-style-type: none"> • Demonstrate a professional attitude to teaching. • Create a supportive and respectful learning environment. • Role model and promote empathic understanding and respect for the patient.
Assessment method	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
<p>Suggested assessment method details</p> <p><i>(These include, but are not limited to, WBAs)</i></p>	<ul style="list-style-type: none"> • Professional presentation. • Direct Observation of Procedural Skills (DOPS). • Feedback from participant(s) of a clinical teaching session.
<p>References</p> <p>PASSI V, JOHNSON S, PEILE E et al. Doctor role modelling in medical education: BEME Guide No. 27. <i>Med Teach</i> 2013; 35: 1422–36.</p> <p>SANDARS J. The use of reflection in medical education: AMEE Guide No. 44. <i>Med Teach</i> 2009; 31: 685–95.</p> <p>TAYLOR DC & HAMDY H. Adult learning theories: implications for learning and teaching in medical education: AMEE Guide No. 83. <i>Med Teach</i> 2013; 35: 1561–72.</p> <p>VASSILAS CA, BROWN N, WALL D & WOMERSLEY H. Teaching the teachers' in psychiatry. <i>Advances in Psychiatric Treatment</i> 2003; 9: 308–15.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar