

# CERTIFICATE IN CLINICAL TEACHING AND SUPERVISION



**OFFERED BY THE COLLEGE OF HEALTH, MEDICINE AND WELLBEING AND THE CENTRE FOR TEACHING AND LEARNING**

## **COURSE OUTLINE**

The Certificate in Clinical Teaching and Supervision is designed to broaden the educational skills and knowledge of health care professionals who teach medical students, prevocational doctors, and specialist registrars. It will be useful for those teaching into the Joint Medical Program (UON and UNE).

The four core modules will enhance the participant's skills in key areas in teaching and learning. Participants will benefit from discussions with likeminded peers and experts in the field in these interactive sessions. This will make their teaching more effective and gratifying. The whole course is designed to provide practical skills in day-to-day teaching and provide foundation for further learning in teaching and assessment.

The course is taught through short sessions (either face-to-face or via Zoom), group work and personal study and will be assessed through a brief assignment.

On completion, participants will be able to:

- Understand and use the principles of effective clinical teaching, learning and assessment;
- Locate and analyse research in these areas;
- Apply this research to own practice;
- Construct and deliver effective teaching and learning events in a variety of academic and clinical settings.

The course will involve four core modules designed to give participants a broad base but reflect individual interests and institutional needs. Core modules are outlined in Table 1.

**Table 1 - Structure of Certificate in Clinical Teaching and Supervision**

CORE MODULES	FACE-TO-FACE SESSION LENGTH
Introduction to Clinical Teaching	3 Hours
Supervising Students and Trainees	3 Hours
Good Practice in Assessment	3 Hours
Workplace Base Assessment	3 Hours

Each core module will entail about three hours of activity (either face-to-face or via Zoom) with facilitators and some self-study and task completion.

### **MODULE 1 - INTRODUCTION TO CLINICAL TRAINING**

On completion of this module participants will be able to:

- Use a framework to plan clinical teaching;
- Identify barriers to learning in the clinical environment;
- Use an explicit framework for a clinical teaching session.

Further information about practical and assessment tasks will be advised during the session (either face-to-face or via Zoom).

### **MODULE 2 - SUPERVISING STUDENTS AND TRAINEES**

On completion of this module participants will be able to:

- Describe helpful models of supervision and differences in the concept of supervision across the health professions;
- Explain the role of a supervisor in the educational, professional, and personal development of a student/trainee;
- Describe criteria that might be used to identify how much supervision a supervisee might need;
- Explain and critique the concept of Entrustable Professional Activities (EPA).

Further information about practical and assessment tasks will be advised during the session (either face-to-face or via Zoom).

### **MODULE 3 - GOOD PRACTICE IN ASSESSMENT**

On completion of this module participants will be able to:

- Describe the role of assessment in influencing student learning behaviour and the learning process;
- Identify and apply the principles of competence assessment in professional healthcare teaching;
- Describe the strengths and weaknesses of the range of assessment tools currently used in the delivery of clinical education;
- Describe common standard setting procedures for assessment.

Further information about practical and assessment tasks will be advised during the session (either face-to-face or via Zoom).

## MODULE 4 - WORKPLACE BASED ASSESSMENT

On completion of this module participants will be able to:

- Describe and distinguish between the notions of competence and performance in health professions and the implication this has for assessment;
- Identify the advantages of Workplace Based Assessment;
- Outline Workplace Based Assessment strategies;
- Describe the main techniques of Workplace Based Assessment as used in current health care professional education;
- Critique the attributes of Workplace Based Assessment methods including, context, purpose, instruments used and use of the data for training and accreditation purposes;
- Outline how Workplace Based Assessment might be best utilised in recent developments in clinical assessment e.g. programmatic assessment.

Further information about practical and assessment tasks will be advised during the session (either face-to-face or via Zoom).

### ASSESSMENT

The assessment will allow participants to demonstrate that they have considered or implemented changes to their clinical teaching or supervisory practice based on skills derived from attendance at the Certificate workshops. These changes may already have been implemented or may be ones being considered for the future.

#### FURTHER INFORMATION

[Certificate in Clinical Teaching and Supervision](#)

[ACE@newcastle.edu.au](mailto:ACE@newcastle.edu.au)