Schulich School of Medicine & Dentistry  
MD Program – Undergraduate Medical Education  

Clinical Instructor Guide  
This document is a guide for faculty members teaching in our MD Program in the clinical setting.

(The document contains hyperlinked references in BLUE which will only work in the electronic version; these links are to additional explanatory documents within or outside our School)

GENERAL PRINCIPLES FOR CLINICAL TEACHING
- Recognize that the relationship between supervisor and trainee is probably the single most important factor for effective clinical supervision. See HERE for evidence-based practice;
- Serve as a positive and professional role model in the compassionate and ethical treatment of patients;
- Be aware of the educational level of the learner and "must know"s for the student;
- Maximize the use of proven teaching strategies:
  - Leave each case with at least one key teaching point;
  - Answer student questions clearly and review student learning;
  - Give prompt, specific, and constructive feedback to the student;
- Review further tips on clinical teaching HERE;
- Maintain a whole-patient focus by reflecting on a person's entire situation rather than just disease processes, based on the Patient-Centred Clinical Method;
- Be aware that our Program Competencies follow the CanMEDS model and target more than one program competency in each case discussion;
- Be aware of and practice “Professional Responsibilities in Undergraduate Medical Education” from the College of Physicians and Surgeons of Ontario (CPSO);

STRATEGIES FOR EXCELLENCE
- Review and be guided by teaching protocols such as the “One Minute Preceptor” and the “SNAPPS Framework”;
- Use “what if” questions to challenge students to think beyond the current case. For example, “what if this patient with pneumonia had been travelling? What if this was a rural setting? What if the patient were a child, or a senior?”;
- Use a learner-centred approach to promote and facilitate a collaborative learning environment that reinforces professional behavior and respects different learning styles;
- Encourage an evidence-based approach to care and learning. Provide students with opportunities to practice both technical and problem-solving skills;
- Teach and encourage reflection by incorporating it in case teaching;

ADDITIONAL APPROACHES TO IMPROVE YOUR INSTRUCTION AND CURRICULUM QUALITY
- The Medical Council of Canada is reviewing a more meaningful licensing examination based on essential physician competencies. For more see HERE;
- The Hidden Curriculum encompasses unintended student learning outside the formal curriculum which has either positive or negative consequences. It is known to strongly influence learner attitudes and behaviours. Ensure that you are a positive professional role model as an instructor and maintain this with residents, colleagues and other allied health professionals;
- Our School has a Teaching Certificate Program for faculty. There are opportunities to take recognized Continuing Professional Development courses towards achieving this Certificate;
- Consider suggesting CPD topics in education to your department or CPD Director.