

CLINICAL INSTRUCTION

Participant's Workbook – Kiribati

2021



Welcome

This participant workbook contains information which will be provided during the training. There is space for you to take your own notes.

The facilitator will ask you to complete a variety of activities which are included in the workbook. If you have any questions please ask the facilitator for assistance.

Acknowledgements and Thanks

Family Planning NSW is grateful to the United Nations Population Fund (UNFPA) for its Transformative Agenda for Women, Adolescents and Youth in the Pacific: Towards Zero Unmet Need for Family Planning 2018 - 2022 for supporting development of this Training Package.

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Course outline

Time	Session	Learning Outcome	Activities	Resources & Equipment
1. Introduction				
9:00am	Session 1 (30 minutes) What is clinical instruction?	Explain and apply the clinical instruction learning pathway	1.1 What is clinical instruction?	<ul style="list-style-type: none">• Participant Workbook• PowerPoint• Butchers Paper• Pen
9:30am	Session 2 (90 minutes) Clinical instruction learning pathway	Explain and apply the clinical instruction learning pathway Use instruction and teaching to assist clinicians in gaining knowledge and obtaining new skills	2.1 What makes a good clinical instructor? 2.2 Getting started... 2.3 Trainee practice	<ul style="list-style-type: none">• Participant Workbook• PowerPoint• Butchers Paper• Pen
Morning Tea (30 minutes)				
11:30am	Session 3 (20 minutes) Facilitating the clinical instruction process	Use instruction and teaching to assist clinicians in gaining knowledge and obtaining new skills		<ul style="list-style-type: none">• Participant Workbook• PowerPoint• Butchers Paper• Pen
11:50am	Session 4 (60 minutes) Managing individual difficulties and challenges	Identify and discuss strategies to manage difficult clinical instruction situations	4.1 Trainee in difficulty 4.2 Handling challenging clinical instruction situations	<ul style="list-style-type: none">• Participant Workbook• PowerPoint• Butchers Paper• Pen
12:50pm	Session 5 (20 minutes) Professional practice	Identify the elements of safe and professional clinical instruction practice.		<ul style="list-style-type: none">• Participant Workbook• PowerPoint• Butchers Paper• Pen
Day in Review				



Course Structure

Aim of course

This course will assist clinicians to develop the necessary skills to be able to instruct other clinicians in clinical skills such as Jadelle or IUCDs. The theory and learning will take 4 hours. In the second part of the day you will have the opportunity to demonstrate your skills and knowledge by completing the assessment tasks. The facilitator/s is here to help you learn and prepare you for the assessment.

Learning outcomes

This course has four learning outcomes which cover the main areas of clinical instruction.

- Explain and apply the clinical instruction learning pathway
- Use instruction and teaching to assist clinicians in gaining knowledge and obtaining new skills
- Identify and discuss strategies to manage difficult clinical instruction situations
- Identify the elements of safe and professional clinical instruction practice

Assessment

The assessment tasks include simulation, case studies and reflection. You will be provided with an assessment booklet which has instructions and explains what you need to do to successfully complete this module.

Giving feedback and making a complaint

The welfare of people who come to our courses is very important to us. No one will be unfairly disadvantaged in accessing or participating in a course due to gender, age, culture or disability. If you experience any difficulties in participating in the course these can be discussed with the facilitator and will be responded to with sensitivity and confidentiality. We want to create a safe learning environment and so we aim to prevent or respond quickly to concerns such as discrimination, harassment or bullying. We will also aim to prevent or respond to any safety issues in the training room. Complaints will be investigated quickly, in confidence and resolved as quickly as possible. If you wish to provide feedback or a complaint, there are many ways you can do this. You can provide feedback to the UNFPA office in-country or by providing your feedback in writing or via email to UNFPA. At the end of this training, you will be given an opportunity to be part of a formal evaluation where you will be asked to comment on your satisfaction with the services provided.



Topics

- What is clinical instruction?
- Purpose of clinical instruction
- Principles of clinical instruction

Session Outcome

Explain and apply the clinical instruction learning pathway.

1.1

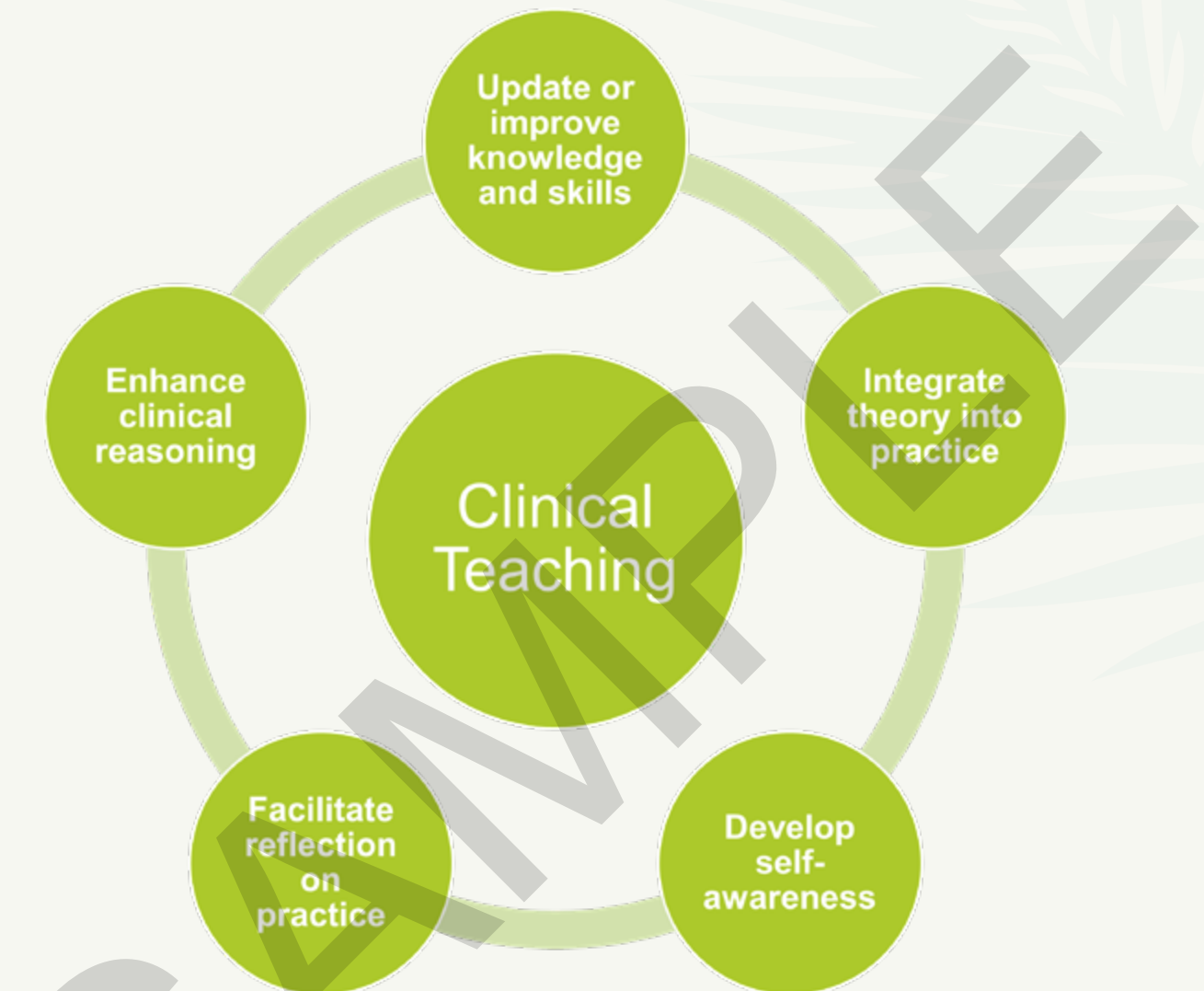
What is clinical instruction?

Brainstorm in small groups 'what is clinical instruction?' Reflect on your own experience and understanding. Write down your ideas in the space below. The facilitator will ask you to share your answers.



What is clinical instruction?

Purpose of clinical instruction





Notes

Principles of clinical instruction

Instruction:

- Is systematically organised
- Is coherently sequenced
- Has with well-defined objectives/ outcomes and
- Has meaningful theoretical frameworks to guide both formal and opportunistic learning
- Ensures the educational opportunities provided are appropriate to the clinicians' knowledge and skill set
- Ensures skill development takes place within the simulated or real life context

Session 2 – Clinical Instruction Learning Pathway



Topics

- Teaching in a clinical learning environment
- What makes a good clinical instructor?
- Setting expectations, clarifying boundaries and establishing a professional relationship
- Making an agreement or contract for clinical instruction
- Different teaching opportunities
- Clinical instruction learning pathway – determine gaps/ needs, plan, instruct, monitor, provide feedback, follow up and support
- How to teach clinical skills and procedures
- Clinical instruction documentation

Session Outcome

- Explain and apply the clinical instruction learning pathway
- Use instruction and teaching to assist clinicians in gaining knowledge and obtaining new skills

Teaching in a clinical learning environment

The learning environment is different from the traditional classroom in several significant and essential ways:

- Onsite clinical teaching is where trainees are presented with theory, experience, and practice
- Clinical learning opportunities tend to be unique and unstructured
- The primary focus of the clinic is on the client, not the trainee
- Trainees learning opportunities are more dependent on the clinic workload and mix of client procedures