

With the support of NZHPA I completed the *CLINED 715 Theory and Practice of Clinical Education* (30 point paper) offered by University of Auckland. This is a core paper offered as part of Postgraduate Certificate in Clinical Education.

This paper provided an introduction to teaching adult learners in a clinical setting and involved 6 online modules that were assessed via submission of 3 assignments.

Each of the modules provided theoretical understanding of a number of teaching aspects including theory of teaching adult learners, methods of feedback and a critical review of a small group teaching session. This theory was then applied to the specific field in which we work e.g. clinical pharmacy and assessed via written assignment. The content is delivered in a way that allows application to various health professions, and our cohort included a mixture of doctors, nurses and pharmacists.

The first assignment required a reflection of my current teaching practice and writing a teaching philosophy. This philosophy was then compared to various adult teaching theories. I chose to focus on cognitive load theory, various role of a teacher, and cultural humility. This helped to identify where my current teaching philosophy and practice sits and identified areas where improvements could be made.

The second assignment focused on methods of feedback, starting with a reflection on a critical incident of feedback I experienced. A literature review and critical appraisal was conducted on 3 feedback methods. I chose multi-source feedback, R2C2 and Mini-CEX, analysing their advantages and disadvantages and how they are and can be applied to providing feedback in pharmacy.

The final assignment required planning and conducting a small group teaching session, which I conducted with the rotational house officer and training intern. This session was then critiqued against a recognised teaching feedback assessment form by myself, a learning peer and the learners. This critique was then analysed to identify trends in strengths and weaknesses of the session.

One of my biggest take aways from the semester was the wide range of role a 'clinical teacher' could have from an information provider and resource developer, to a role model and mentor (and the difference between a mentor and a learning facilitator). I also found planning and conducting the teaching session beneficial. We were provided a template to schedule to session, considering the learning goals and methods of assessment. We were introduced to Bloom's Taxonomy and Millers pyramid that are used to demonstrate different levels of critical thinking and utilised to write measurable goals. This really helped me to evaluate learning goals I had written previously, noting my use of 'understands' which is not a measurable verb. Critiquing the session also allowed me to have a feedback tool that I could use in future sessions. I found it interesting that students and my learning peer had vastly different scores for the same element.

This course was self-paced and flexible allowing application to various health professionals and different clinical environment. I chose Auckland University's course noting the wide variety of subjects offered within this degree and the flexibility to choose subjects applicable to the environment in which I work. I would strongly recommend this course for anyone interested in furthering their clinical teaching skills.

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