



INTRODUCTION

In the first part of this chapter we plan to look at ways of improving your clinical teaching. Later in the chapter we will address the issue of practical and laboratory based teaching.

While it is increasingly likely that your institution will provide some form of 'teach the teachers' course it is relatively unlikely that it will specifically address clinical teaching. It is a fact that clinical teaching is the most neglected area of all teaching despite being the one where more deficiencies have been found than in any other. The conclusion of one extensive study was that 'many (clinical) teaching sessions, particularly ward rounds, were haphazard, mediocre and lacking in intellectual excitement'. In one study of medical schools in North America, it was stated that there were few students who could report having been monitored in the interview and physical examination of more than one or two patients and that a surprising number had been awarded their degree without ever having been properly supervised in the complete data-collecting process of even one patient! It is our experience, with notable exceptions, that a similar situation can be found in many medical schools in other parts of the world.





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