



**Medicine and Health Sciences**  
**Geneeskunde en Gesondheidswetenskappe**  
**EzoNyango nezeeNzululwazi kwezeMpilo**

# Implications for faculty development for emerging clinical teachers at distributed sites

Julia Blitz;  
Marietjie de Villiers;  
Susan van Schalkwyk

# Human Resources for Health

- Increased numbers of medical students
- Preparation across the spectrum of health care
- Ecology of healthcare

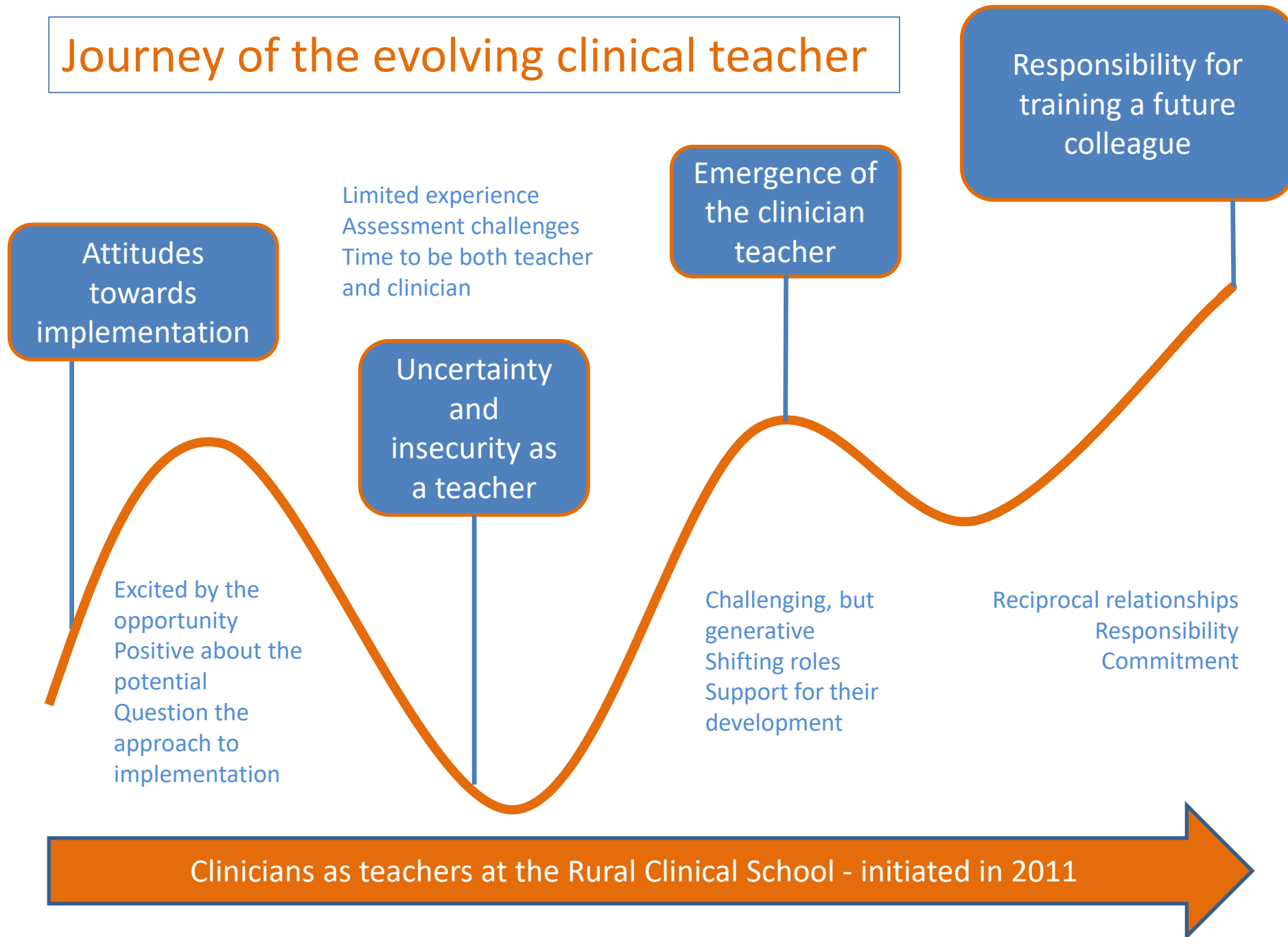
# Distributed clinical platform

- Extending training beyond the traditional tertiary academic teaching hospital
- Clinicians who do not view themselves as academics
- Sites selected for reasons other than the teacher
- Geographic distance
- Resource limitation (human, technological, financial)

# Research question

How do clinicians working at distant, resource-constrained, and emerging training sites view their early experiences of having been delegated the task of clinical teaching?

# Journey of the evolving clinical teacher



# Methods

- Qualitative research
- Interpretivist approach
- Participants – emerging clinical teachers at District hospitals
- In-depth unstructured interviews
- Transcribed and anonymised
- Coded inductively
- Iterative process to develop meaning saturation

# Results – 3 R's

- **Relationships**
- **Responsibilities**
- **Resources**

# Relationships

## – clinician's relationship with students

- Enjoy learning from and with students
- Understand the importance of creating a safe learning environment
- Meeting the breadth of the country's health needs
- Students need to engage in the work done by the clinical team



# Relationships

## – medical school's relationship with clinicians

- Lack of information with regards to clinicians' responsibilities
- Clinician teachers seek recognition for the contribution they make
- Should be opportunities for two-way communication about students
- Clinicians want to co-create the curriculum

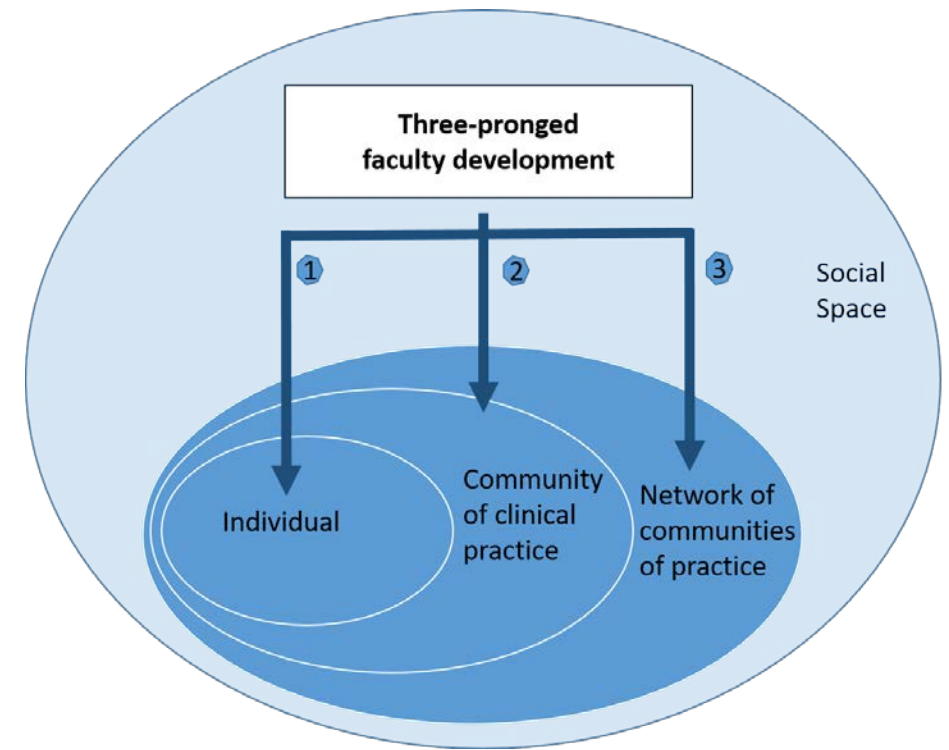
# Responsibilities

- Student
  - Take responsibility to learn
- Medical school
  - Give feedback about whether the clinician is doing “the right thing”

# Resources

- Turn to clinical mentors as a resource
- Wish to belong to a network of clinician teachers

# Discussion 1



- Faculty development activities

- Relevant pedagogical knowledge and skills are necessary but not sufficient
- Organizational development requires shared ownership (Lieff)
- Importance of community of practice (Steinert)

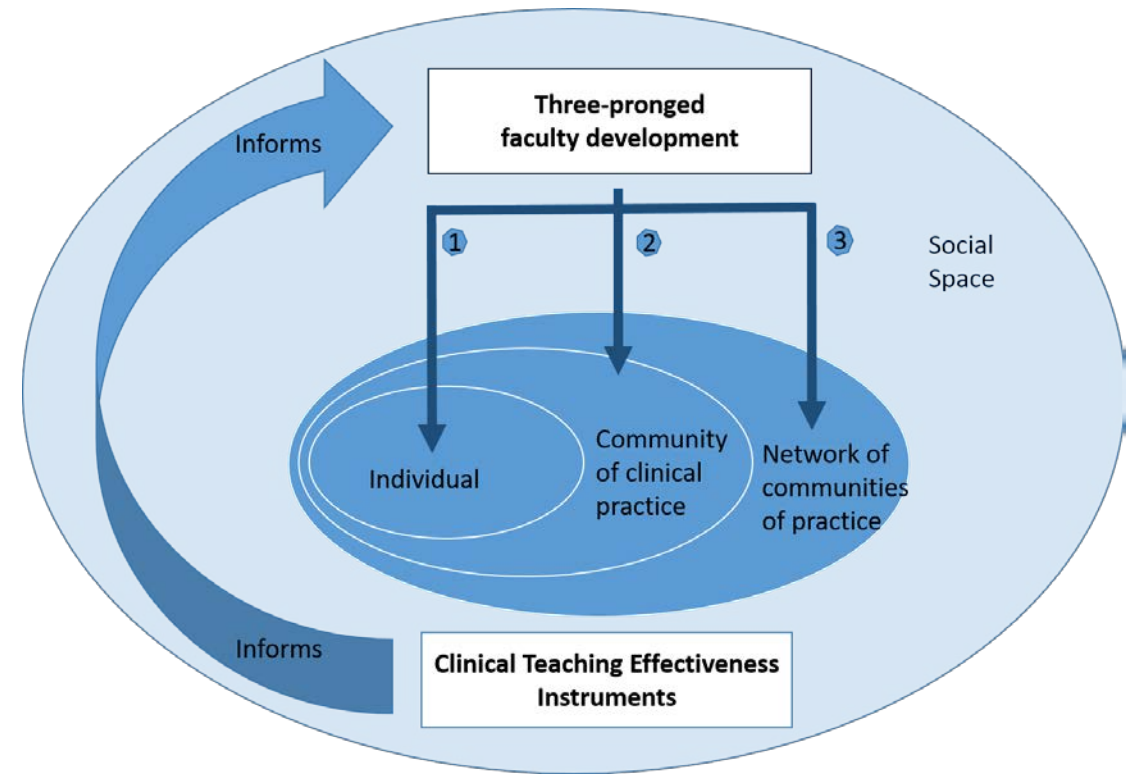
» Engage existing networks of clinical practice to vest pedagogical expertise in an exiting group (social learning environment)

# Discussion 2

- Sound relationship

- Identification of responsibilities

- » Students to evaluate their experience of clinical teaching so that clinicians can receive mediated feedback and faculty development that both encourages good practice and provides opportunities directed to their needs.
- » Intentional development of the relationship between the medical school and its teachers through communication about students and clinical teaching.



# Conclusion

- Interdependence of health and education systems (Frenk)
  - Learning capability of social systems (Wenger)
  - Specific teaching strategies (Irby; Ramani)
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- » Faculty developers need to enter existing social (professional) systems to mediate learning capability.
  - » This will require a new approach and skill set