PRACTICE BASED SMALL GROUP-EDUCATION (PBSG-ED)

This special series of modules is dedicated to enhancing the educational skills of busy clinical teachers. The modules provide continuing education in a case-based format that makes judicious use of the most recent and best evidence available. Within each model, participants are introduced to several clinical cases of teaching and learning derived from the practices of physician or health care professional preceptors. The cases are designed to promote discussion with colleagues around challenging issues/dilemmas that are likely to arise when working with learners. Paired with the cases is a current review of the medical education literature which highlights important findings and principles for participants. Critical cases and relevant literature findings foster reflection and provide opportunities to refine skills. This prepares the way for clinician teachers to improve their knowledge on the selected topic along with acquiring new frameworks and skills, which can be applied in the supervision of their next learner.

No facilitator training is required to lead a session, nor is any content expertise in the topic. A facilitator guide provides the required information to run a 2-hour session. If participants have read the information section and appendices in advance, the session can be shortened slightly. Modules are designed at the novice level for each topic, although experienced teachers find them useful as well. Each package contains 10 printed modules and a facilitator guide.

Current modules in the medical education series include:

**Feedback**
Feedback is an essential component of teaching and learning, yet many factors may diminish or negate feedback. This module has been developed to increase understanding of the principles of feedback, to identify barriers to its delivery, and offer practical strategies for implementation of effective feedback.

**Medical errors and mistakes**
Mistakes are inevitable in medicine and most students and residents will either make or observe an error during their training. This module is designed to assist teachers by providing them with strategies to encourage adaptive responses by learners when errors do occur.

**Teaching on the fly - Time efficient teaching strategies**
Today’s chaotic clinical settings leave little room for teaching and learning. This module assists clinical teachers with the challenges of maximizing educational opportunities for learners while providing effective clinical care.

**Learner in difficulty**
Most learning encounters proceed smoothly with significant benefits for both learner and preceptor. However some learning situations can go awry. This module is designed to help preceptors make an appropriate and timely assessment of the learner’s difficulty along with developing a plan to facilitate improvement.
Assessment of learner performance
Some preceptors find learner evaluation to be time-consuming, uncomfortable, and even confrontational. This module provides a framework and strategies to guide effective evaluation of learners at different levels allowing evaluation to be a rewarding education process for both learners and preceptors.

Preparing for new learners - Planning and orientation
Planning and orientation can make the difference between a productive placement and one fraught with frustration. This module outlines a systematic approach that fully integrates a learner into the clinical environment resulting in a positive experience for the learner, preceptor, other health care workers, and office staff.

Working together: Interprofessional education and collaboration among health professionals
Collaborative practice can enhance care and safety for patients and improve the workload and job satisfaction for health care professionals. This module assists clinical teachers in reflecting on their own Interprofessional behavior, identifying opportunities to teach collaborative care, along with facilitating learners’ understanding of the scope and role of other professionals.

International medical graduates - Orienting, teaching and connecting
As new immigrants, IMGs often confront overwhelming change from new disease patterns and diverse learning styles, to differences in language and culture. This module provides teachers with practical strategies to work with IMGs in an effective collaborative manner to enhance their learning experience and ease their transition to a new country and health care system.

Developing professionalism in our learners - Critical conversations
Although professionalism is an integral component of the curriculum for all health care professionals, the teaching of professionalism is often haphazard. This module assists preceptors in understanding the contextual nature of professional behavior and the pivotal role of clinical teachers in the development of professionalism among their learners; providing educationally appropriate opportunities for learning the principles of professionalism within clinical settings and developing effective strategies for dealing with unprofessional behaviours of learners during a clinical placement.

Conflict Management: Strategies for the Preceptor
Conflict Management is considered a systematic, ongoing process aimed at simultaneously discouraging dysfunctional conflict and encouraging processes for resolution that produce mutually acceptable outcomes for two or more groups in conflict. This module provides clinical teachers with: a definition of conflict management, and counselling advice on handling dysfunctional conflict for a mutually optimal outcome; an understanding of the factors contributing to conflict and the resulting negative impact on the well being of learners and teachers, as well as the learning environment and patient care and practical strategies for managing conflictual situations that might arise in clinical teaching settings between: a) learners and their teachers; b) learners and patients and/or the patient’s families and c) learners and other healthcare professionals/learners.