

**Title:** Training Nigerian general practitioners in transformational educational methodologies

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**What problem was addressed:** A network of approximately 50 private general practitioners, recruited to provide their practices for undergraduate medical students to rotate through for 2 weeks, during the students posting to Family Medicine, did not have educational methodology skills to teach these students sent to them for core clinical skills acquisition. An intervention was therefore designed to train them in transformational educational skills to be able to teach these students.

**What was tried:** After carrying out a learning needs assessment, using Prof emerita Janet Grant's methods, a 12 day staggered course, (carried out mostly at the week-ends) spread over 12 weeks for convenience, was designed and implemented, to teach 12, selected willing private general practitioners, knowledge and skills in transformational educational methodologies, by making them experience the educational processes themselves. Content for teaching these methodologies included Communication and Interpersonal skills (CIS), Collecting and using patient feedback, International Classification of Primary Care (ICPC) and International Family Practice Maturity Matrix (IFPMM), core clinical skills that the students are expected to learn at their postings to these practices. Educational skills taught included "think-pair-share", "write-pair-share", table group discussions, use of pre-sessions, pre-lecturette learning needs assessment, role plays, document analysis, collecting and using student feedback, pre-test and post-test , reflection through journal writing, student assessment methods (both formative and summative), TRIZ method of active problem solving, report writing, observation using checklists, joint facilitator teaching, use of flip charts, didactic lecturettes and tea & lunch discussions.

**What lessons were learned:**

- a. That private general practitioners in developing countries (especially of Africa) can be successfully taught specific content areas in undergraduate clinical skills acquisition in Family Medicine, to such a high degree to effectively teach undergraduate medical students
- b. That knowledge of transformational educational methodologies to teach undergraduate medical students core clinical skills in Family Medicine, can be successfully imparted to private general practitioners in developing countries
- c. That skills in transformational educational methodologies to teach undergraduate medical students core clinical skills in Family Medicine, can be successfully imparted to private general practitioners in developing countries
- d. That certain aspects of undergraduate medical education in Family Medicine, can be extended to private medical and health facilities outside the regular teaching hospitals in

developing countries, using general practitioners as facilitators of core clinical skills acquisition.

**Reference:**

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.