

## **Assessment outcomes of clinical teaching competency and its association with professional fulfilment in Thai clinician teachers**

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### **Abstract**

#### Background:

Clinician teachers need multifacet teaching capabilities to help learners achieve good learning outcomes. A previous study found positive association between clinical teaching self-efficacy and professional fulfilment in clinician teachers. This study aimed to further explore how different domains of teacher competency are associated with professional fulfilment.

#### Summary of works:

We conducted secondary data analysis from a previous survey study among Thai clinician teachers who work in Medical Education Centers. Maastricht Clinical Teacher Questionnaire was used to assess teaching competency. Domains of clinical teaching competency: articulation, exploration, coaching and role-modelling, were calculated in the mean score. The Professional Fulfilment Index Scale was used to measure professional fulfilment and determined at a cut-off point mean score of 3. Descriptive and analytic statistics were used.

#### Summary of result:

Among 227 respondents, 67.8% were female, and the mean teaching experience was 10.6 years (SD=6.4). The clinical teachers reported 20% of professional fulfilment. Logistic regression showed competency in exploration (OR=3.75, 95%CI 1.75-8.02) and articulation (OR=3.64, 95%CI 1.72-7.71) had higher predictive power of professional fulfilment over coaching (OR=2.63, 95%CI 1.25-5.58) and role-modelling (OR=2.32, 95%CI 1.17-4.60).

#### Discussion and conclusion:

Four domains of clinical teaching competency: exploration, articulation, coaching, and role-modelling can promote professional fulfilment in clinician teachers. Basic teaching skills, exploration and articulation, showed higher predictive power on professional fulfilment than

coaching and role-modeling. Although role-modelling and coaching are important for teaching medicine, basic pedagogy like articulation and exploration are fundamental in teaching skill development. It ensures clinician teachers of self-confidence in knowledge transferring, which consequently promotes positive psychological well-being. Therefore, a faculty development program for clinician teachers that provide an assessment of teaching competency and useful feedback to enhance teaching skills may help increase their professional fulfillment.

Take home message:

Basic pedagogy is vital and assessing teaching skills can help promote clinician teacher's professional fulfillment.

### **References (maximum three)**

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