

EDITORIAL VIEW

PERIOPERATIVE MEDICINE

Teaching job is essential to convert a medical practitioner into a nice clinician

Leena Ayub¹, Shahid Rasool Dar², Umer Farooq³

Author affiliation:

1. Leena Ayub, Professor & HoD, Department of Anesthesiology, Pain Management & Intensive Care, Lahore Medical & Dental College / Ghurki Trust Teaching Hospital, Lahore, Pakistan.
2. Shahid Rasool Dar, Assistant Professor, Department of Anesthesiology, Pain Management & Intensive Care, Lahore Medical & Dental College / Ghurki Trust Teaching Hospital, Lahore, Pakistan.
3. Umer Farooq, Consultant Pain & Anesthesiology, Ghurki Trust Teaching Hospital, Lahore, Pakistan.

Correspondence: Professor Leena Ayub; **E-mail:** leenayub@gmail.com; **Phone:** +92 321 8423597

SUMMARY

Traditionally, every practicing hakim used to have a group of students, most of whom lived in the compound of the hakim, witnessed and learnt the intricacies of 'hikmat', as well as preparation of different pharmaceutical products from raw materials. Once, they acquired a certain level of proficiency, they were allowed to leave and start their own practice. Same routine used to be followed by other branches of medicine. As the number of medical practitioners grew, their links to the teaching side got weaker or mostly ceased to exist, and with it the opportunities to learn. A debate has been generated whether the diagnostic proficiency and the clinical acumen of a non-teaching clinician can be considered equivalent to the one who is a teaching clinician actively engaged in teaching and grooming full classes of his or her students.

Keywords: Clinician; Hikmat; Teaching, Medical; Practice, Medical; Practitioners, Medical

Citation: Ayub L, Dar SR, Farooq U. Teaching job is essential to convert a medical practitioner into a nice clinician. *Anaesth. pain intensive care* 2024;28(5):785–787; DOI: [10.35975/apic.v28i5.2541](https://doi.org/10.35975/apic.v28i5.2541)

Received: August 30, 2024; **Accepted:** September 10, 2024

Editor's Note: The members of the editorial board of *Anaesthesia, Pain & Intensive Care* gratefully thank Professor Leena Ayub to accept our request to write an invited editorial on the topic of the importance of teaching and training career by the medical practitioners. We sincerely hope that the readers will like to share their opinions and thoughts on this topic. We shall be happy to publish your input in Correspondence section of the journal. Thanks, (Editor-in-Chief)

In the dynamic and ever evolving world of healthcare, clinicians often juggle numerous responsibilities, but one role that stands out for its profound impact is teaching. While it might seem like an added duty, teaching can actually enhance a clinician's practice in unexpected ways. Teaching benefits the teacher themselves in many ways. This editorial delves into how taking on a teaching

role can not only refine clinical skills but also deepen empathy, ultimately making clinicians more effective and compassionate.

The word doctor is derived from the Latin verb "docere," meaning to teach or a scholar. Additionally, it is also believed that the best way to learn is to teach. Teaching in medicine contributes to the sustainability of the profession. As experienced clinicians pass on their knowledge and skills to the next generation, they ensure that the medical workforce remains capable of meeting the demands of the future.

Being a great clinician requires more than just technical expertise; it involves effective communication, continuous learning, and a genuine connection with patients. Traditionally, these skills are honed through hands-on experience and professional development. However, teaching—whether guiding medical students, residents, or colleagues—offers unique opportunities to

further these abilities. One of the biggest benefits of teaching is the necessity to stay updated with the latest medical knowledge. When clinicians teach, they must ensure they're up-to-date with current practices and breakthroughs. Research shows that clinicians who regularly teach are more likely to keep their knowledge fresh and relevant.¹ Teaching also sharpens communication skills. Explaining complex medical concepts to learners requires clarity and simplicity, which translates into better communication with patients. According to a study, teaching improves how clinicians convey information, making it easier for patients to understand their conditions and treatment options.² Additionally, teaching encourages critical thinking. When clinicians teach, they're often required to analyze and question their own practices. This reflective process enhances their clinical decision-making skills and leads to more thoughtful patient care and self-assessment.³

Engaging with students and learners helps clinicians develop a deeper sense of empathy. Understanding the diverse experiences and challenges faced by learners can enhance a clinician's ability to relate to their patients. Studies have shown that medical educators who teach regularly demonstrate higher levels of empathy in their patient interactions.⁴ Furthermore, teaching develops a reflective practice that improves emotional intelligence. By considering the learning journey of their students, clinicians become more attuned to the struggles of their patients, enriching their ability to provide compassionate care. Teaching roles also contribute to broader professional development. Clinicians who teach often develop strong leadership and mentorship skills, which can enhance their overall effectiveness in the healthcare environment. This leadership experience helps them manage teams, collaborate on projects, and drive improvements in patient care.⁵ Moreover, teaching creates opportunities for networking and collaboration. Educators frequently interact with a range of professionals, leading to valuable connections and potential collaborative research or practice initiatives.

Balancing teaching with clinical responsibilities can be demanding. Clinicians may face challenges such as time constraints and potential burnout. It's crucial for healthcare institutions to support their educators by offering protected time for teaching and ensuring that they have the resources to manage both roles effectively. Maintaining clinical skills while teaching is also essential. Clinicians should remain actively involved in patient care to keep their skills sharp and relevant.

To fully leverage the benefits of teaching, healthcare institutions should find ways to integrate teaching with clinical practice. This integration can enhance both educational and clinical outcomes. Institutions should also recognize and support the dual roles of clinicians

who teach by providing adequate resources and protected time for their educational activities. This role should not be cumbersome for the teacher as keeping a balance between clinical and teaching responsibilities would be an uphill task. Hence adequate resources and incentives for trained personnel is mandatory.

In our country continuing medical education is perhaps the most effective and brilliant way out. It will update the medical practitioners about the new development and researches in the respective specialty.⁶ Hybrid learning, online and in person, is the solution for busy clinicians. It will provide opportunities to update the skills, communications, critical thinking and self-assessment.⁷ Research shows that Hybrid instructional method is effective for learning foundational biomedical knowledge and developing critical thinking skills.⁸ It is about guiding, mentoring and modelling the behavior and attitude that defines an effective clinician. CME may be a good solution to convert our health care providers working in non-teaching institutions into nice clinicians.⁹

Taking on a teaching role can significantly benefit clinicians, enhancing their clinical skills, communication, and empathy. By embracing the role of educator, clinicians not only contribute to the development of future healthcare professionals but also enrich their own practice and personal growth. Supporting this dual role within healthcare institutions can lead to a more informed, empathetic, and effective healthcare environment.

Conflict of interests

The authors declare no conflict of interest.

Authors' contribution

All authors contributed in the intellectual input as well as in manuscript preparation.

REFERENCES

1. Wimmers PF, O'Flynn S, King S, et al. Teaching and learning in the medical setting: a systematic review. *JAMA*. 2015;313(7):735-43.
2. Evans L, Giddings M, Haddon C. The effects of teaching on clinician-patient communication. *Med Educ*. 2018;52(1):55-62.
3. Sargeant J, Lockyer J, Mann K, et al. "Untangling" the role of reflective practice in clinical education. *Acad Med*. 2013;88(5):572-9.
4. Hojat M, Louis DZ, Markham FW, et al. The Empathy Scale: its development and use in medical education. *J Gen Intern Med*. 2015;30(6):678-83.
5. Cummings GG, Hayduk L, McKinnon M, et al. Leadership and professional development: the benefits of teaching and mentoring in healthcare. *Health Care Manage Rev*.

- 2017;42(2):143-52.
6. Blomberg D, Stephenson C, Atkinson T, Blanshan A, Cabrera D, Ratelle JT, et al. Continuing medical education in the post COVID-19 pandemic era. *JMIR Med Educ.* 2023;9:e49825. [PubMed] DOI: [10.2196/49825](https://doi.org/10.2196/49825)
 7. Nugraha D, Melbiarta RR, Visuddho V, Rimbun R, Sakina S, Herawati L, et al. Hybrid learning as alternative approach to improve Indonesian medical students' attitude towards clinical skills during COVID-19 pandemic. *Korean J Med Educ.* 2023;35(4):377-88. [PubMed] DOI: [10.3946/kjme.2023.274](https://doi.org/10.3946/kjme.2023.274)
 8. Al-Enzi A, Almutawaa DS, Al-Enezi D, Allougman F. An analysis of the academic effectiveness of hybrid learning: the experiences of faculty and students in Kuwait. *J Appl Res High Educ.* 2023;16(2). DOI: [10.1108/JARHE-09-2022-0283](https://doi.org/10.1108/JARHE-09-2022-0283)
 9. Sherman L, Kuang M, Yang DD, Chappell K. An overview of continuing medical education/continuing professional development systems in China: a mixed methods assessment. *J CME.* 2024;13(1):2363855. [PubMed] DOI: [10.1080/28338073.2024.2363855](https://doi.org/10.1080/28338073.2024.2363855)