

## **Improving role modeling in clinical educators**

**Background.** Medical students learn from role models in a variety of clinical settings. Clinical educators contribute toward professional development of their students, but many of them find it challenging to act as an effective role model. We aimed at designing and implementing a longitudinal course on “role modeling” at Tehran University of Medical Sciences to help clinical educators be powerful role models.

### **Summary of Innovation.**

Having performed a systematic search and conducted an integrated review, we designed the course, and then, by holding an expert panel, we finalized details of course content. We used a variety of methods including lecture, group discussion, role play, reflection and self-directed learning. The course was composed of four face-to-face sessions, in addition to the assignments which were presented virtually. The course was held for 18 faculty members from different clinical disciplines, within their affiliated hospitals, during three months.

### **Conclusion.**

To evaluate the effectiveness of the program, the performance of faculty members was assessed by asking learners who were in contact with them to complete "RoMAT" questionnaire. Participants were also asked to explain their experience and understanding of role modelling through writing reflective papers. The analyses show faculty members were satisfied with the course, became acquainted with different dimensions of role modelling, and attempted to enhance their abilities in real settings, though their performance did not differ significantly. Considering the busy schedule of clinical educators, this study introduced an effective way to promote role modeling in clinical faculty members.