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*Transforming professional performance through the power of human interaction*

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### **GTA Pre-Conference Workshop: GTA Clinical Liaison**

**By Lynn Newhall, University of Nevada School of Medicine.**

I was thrilled to attend the ASPE 2015 pre-conference workshop in advanced practice in Gynecological and Urogenital exam instructions and practicum. I had no idea what to expect, except that I had yet to see what the "experts" in GTA instruction were actually teaching. I was excited. I was a bit nervous.

Having taught GTAs for the last three years, I had been basing my instruction on what I thought would be an excellent exam. I was proud of my GTAs and the response to their teaching had been excellent. I did not know what excellent instruction was. What a privilege to observe and be instructed by "the Gold Standard". Isle and Scott were relaxed and assured and welcoming. The GTA and MUTA instructors were beyond my expectations. They presented a "Living, learning Lab" experience unique to my medical education. I was duly impressed.

The instructors were beautifully prepared and competent; they were relaxed, professional, human and completely informed about their own bodies. They maintained modesty, concentration and connection while acting as both patient and instructor. I was very impressed by their instructional techniques (the descriptions of where to look for and find things), their patience, their ability to correct learners and the respect they had for the health of their own bodies.

I wished I could have recorded every minute- how I wish there was a teaching video I could bring back to my learners! Examples of this teaching are critical for learners to internalize this important instruction. I found that the terms and nomenclature used for hand placement, anatomical structures, even order of identity was extremely helpful. The exam (s) took much longer than I had anticipated and the instruction was precise, clear and detailed. No question was left unanswered and no detail was too small or unimportant. The use of mirrors was fabulous and critical to the GTA teaching. High tech equipment was not necessary, just the interest and great instruction. Nothing can compare to this experiential learning.

I have been challenged to describe my learning experience to my colleagues, both in content and in effect on the possibilities of "what could be". Medical and nursing schools have curriculum and time limits and budgets and completely inadequate teaching of the male and

female anatomy. Models for excellence in teaching are rare, but this workshop set a new standard of excellence for me to aspire to, in teaching, competence, sensitivity and human compassion.