
PRACTICAL 7 CLINICAL TEACHING METHODS

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7.0 OBJECTIVES

After going through this practical, you should be able to:

- define and explain the importance of clinical teaching in nursing education; and
- discuss various methods used in teaching clinical nursing.

7.1 INTRODUCTION

So far you have learnt about the teaching methods appropriate for classroom settings. We shall now see what methods can be used for clinical teaching. In the training of nurses a major role is played by the clinical experiences which the nursing students undergo during the programme. For the Biophysics, Biochemistry like one can practise them fully in the laboratory; but for nursing the laboratories are the places where actual client and patients are being cared for. Since the practice involves human life and handling real life situation it is essential that such training and experiences should be supported by good clinical teaching or ward teaching programmes.

What do we Mean by Clinical Teaching?

Clinical teaching is not actually a teaching method. It is rather the use of number of teaching methods in the clinical area (hospital, clinic community health). The methods used are informal ones i.e. demonstrations, conferences; and short clinics. Various members of the health team can take part in the clinical teaching programme like the Doctor, Ward Sister, Staff Nurse, Physiotherapist. Dietitian etc. The members also include the clinical instructors, tutors attached to the school or college of

nursing.

How Does it Help?

This programme goes a long way in making valuable contribution to the school

hospital, unit staff the students will gain maximum. The objectives are then clear to all members taking part in the ward teaching programme. Clinical teaching programme should be an integral part of the nursing curriculum.

How to Support the Ward Teaching Programme?

In order to support the ward teaching programme more effectively both ward and school staff should be alert to and take advantage of all opportunities for teaching the students. For the purpose of teaching and supervision of the students ward staff (Nursing) can be assisted in acquiring the skill through post basic courses and in-service education.

7.2 DEFINITION

Definition of clinical teaching refers to the use of number of teaching methods in clinical area to enhance students learning relating to patient's problems and care.

OR

Clinical teaching methods refer to the orderly, logical course of action taken to accomplish a particular educational goal, through designing an environment in which students can have opportunities to achieve identified learning outcomes.

The actual selection and use of a particular method or strategy should be based on expected outcomes, principles of learning, and the learner, including learning needs. Teaching strategies in clinical settings are unique. This unit will focus on several strategies commonly used in clinical teaching.

7.3 CLASSIFICATION OF CLINICAL TEACHING METHODS

There are various clinical teaching methods. Some of the most commonly used clinical teaching methods are discussed in the following text.

7.3.1 The Nursing Care Plan

What is it and how is it planned?

- The nursing care plan is used to provide comprehensive care to the patient by the student concerned.
- Because the nursing needs of patients vary from simple to complex and that each patient should be cared as per his needs it is essential that a plan is made based on priorities.
- The nursing care plan is a projected plan for today's use as well as for tomorrow's use i.e. for immediate and future use.
- As far as the student nurse is concerned the nursing care plan helps her to provide more complete, unified and need based care.
- Students are required to write the care plan, implement, evaluate and modify them to meet each patient's need. This requires time and so the student must be given sufficient help and guidance to write good nursing care plans.
- The plan prepared by the student can then be discussed with the clinical instructor, at times with the other group members if necessary.

- *By preparing the nursing care plans daily by the student*

- Plan for intervention/care.
- Rationale for the care planned.
- Evaluation of the result of the care.

The format of the plan may vary but that should not matter at all, provided the aims of the plan are achieved and the care planned has been given.

Advantages of Nursing Care Plan

- It facilitates personalized care.
- It promotes scientific nursing practice.
- It provides documentation of systematic nursing practices.

Steps in Nursing Care Plan

- Assessment
- Planning
- Implementation
- Evaluation

You have already studied about the nursing care plan in Block 2 of BNS-101. Let us review the format when you need to use for writing nursing care plan.

Format of Nursing Care Plan Based on Nursing Process

i) Identification data

Name :

Age :

Sex :

Marital Status :

Educational Background :

Occupation :

Date of Admission :

M.R.D. No. :

Diagnosis :

Ward :

Bed No. :

Address :

:

Date of Discharge :

Date of Planning :

ii) Brief Socio-Economic History

- b) Numbers of family members
 - c) Any specific disease in members
 - d) Total Income
 - e) Dietary habits
 - f) Housing condition—Own/Rental/Water/Electricity Supply etc.
 - g) L.P.R. Among Family Members
- 2) Personal history
- Hygiene and grooming
 - Any H/O Allergy
 - H/o smoking, alcohol, tobacco, drinking etc.
 - Life style
- 3) History of past illness
- 4) History of present illness—Present complaints
- 5) Examination by doctor (from case sheet)
- 6) Investigations:

Date	Name of Investigation	Findings in patient	Normal Value

- 7) Doctor's Prescription:

Sl. No.	Dr's Prescription	Purposes

- 8) Assessment:
 - a) Subjective Assessment:
 - b) Objective Assessment: Vital signs
 Head to foot examination

9) Format of Nursing Process

Observation/Assessment	Objective	Nursing Intervention	Rationale	Evaluation

7.3.2 Nursing Care Study

What is it?

A nursing care study is one of the common and useful methods of teaching in a clinical area. A nursing care study is an analysis of the nursing problems: i) related to the diagnosis vis-a-vis the physical and mental condition, medical treatment, diet, rehabilitation etc., ii) pertaining to the patient and iii) influenced by his personality make up and socio-economic condition.

How is it undertaken?

- The patient is selected by the student in consultation with the clinical instructor or the ward sister.
- The student then makes an in-depth study of the patient and his/her problems, consults and tries different methods to solve the problems which will meet patient's individual needs.
- The study is presented to the class/group members for a discussion.
- A frequent and close contact with the patient if possible with his family is necessary to help the student learn the nature of the problems. She will also have to nurse the patient for a longer time so that she gains patient's confidence, learns about the real nature of patient's problems, note the effects of nursing measures and results of medical care.
- A written guide should be given to the student in relation to the types of information needed by the nurse to define and analyse problems.
- The information collected will help the student to know "The patient is like an individual, with socio-economic background, reaction to hospitalization, medical history, present condition, diagnosis etc. After this has been done and the problems in nursing the patient are defined, the next step is to try to find the best solution of the problem. For this, nursing measures used for other patients with similar problems are helpful in suggesting ways to care for this

- The student also should consult nursing textbooks, articles in professional periodicals as well as use her/his past experience to solve the problem. Even the group members who know the patient can provide additional information and solution of the problem.
- The student nurse also may need to talk to the Physician, Social Worker, Dietitian to find ways to solve the patient's problems.

Role of Teachers

In both the methods of presentation mentioned above i.e. individual nursing care study, the teacher must be well prepared to guide the discussion, correct any wrong concepts and provide with all the necessary additional information to meet the objective. Through this study, the teacher should be able to evaluate the extent to which the student has integrated her training in all subjects and is able to apply to in actual nursing situation. These studies must be made on the wards where the students can watch their patients' reactions and record them promptly.

Values of the Nursing Care Study

- It provides an opportunity to students to solve nursing problem.
- The collection of information and the organization of information gained increases the student nurses understanding of the nursing problems associated with the disorder from which the patient is suffering.
- This, in turn helps her to understand the effect of the disease on the patient and his family, recognize the work of nurse in prevention and cure.
- Nursing care study is a method which helps the student to learn and apply the problem-solving approach to nursing.
- It also helps the student to learn the sources of information pertaining to the patient's conduct. To become familiar with professional literature, which has special bearing on nursing situations.
- It helps record nursing observations in an organized and systematic way.

To be able to work out a nursing plan to suit the needs of the individual patients on the basis of patient's special problems.

OUTLINE OF CASE STUDY

- 1) Identification Data
 - Name
 - Age
 - Sex
 - Religion
 - Ward No.
 - Bed No.
 - M.R.D. No.
 - Date of Admission
 - Occupation
 - Literacy
 - Socio-economic Status
 - Marital Status
 - Home Address
 - Date of Discharge
- 2) Brief socio-economic history
- 3) History of — present illness
— past illness

- 4) Findings on Examination

- 5) Provisional Diagnosis
- 6) Definition of disease
- 7) Clinical presentation in Book
- 8) (Causes)—also state the specific etiology in your patient
- 9) Pathology—to be discussed
- 10) The signs and symptoms present in your patient (Compare what is written in the book)
- 11) Diagnosis

—History : Personal
 : Present
 : Past
 : Family

- the finding of physical examination, list the specific signs and symptoms seen in patient and compare it with what is given in of book.
- investigations (Also found in Book) Result and interpretation of findings

12) Management

Medical treatment given to patient:

- i) Drugs—(Action, Drugs, Toxic effects, Nurses' responsibility).
- ii) Supportive therapies
- iii) Nursing Care

Discuss the care given to the patient using nursing process

13 Complications (If any complication in patient)

14) Problems faced

15) Progress—Date-wise

16) Health Teachings: (In the Ward)

(On discharge)

17) Bibliography

Case Study Requirement : 5 Days minimum Nursing

Submission : One week after discontinuity of care or discharge of patient.

Check Your Progress 1

Give four reasons for using nursing care study as an effective clinical teaching method.

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Self Activity 1

Prepare a nursing care plan on any patient you have nursed using the format suggested in this unit.

7.3.3 The Bedside Clinic

It is a method of clinical teaching, where a patient's medical history and therapy used is discussed in brief followed by identification of patient's problems. The bedside clinic, also at times mentioned as nursing clinic always entails the presence of the patient and has been one of the most effective methods of clinical instruction. New knowledge is acquired through the observation and study of an actual patient.

As for all other clinical instruction the topic and for whom the clinic is to be held should be informed to students much ahead of time. This will help the students to study the clinical chart, review their class notes and text books on the condition being presented.

- The clinic can be held at the bedside or arrangements can be made to bring the patient to the classroom near the ward.
- The clinic can be conducted by the Doctor, Ward Sister, Clinical Instructor or even by a student nurse. The usual duration is of 30 minutes. The group in attendance at the clinic should be small enough to gather around the bed in an informal way in order to make the patient feel at ease.
- Patient chosen for clinical demonstration should have typical rather than unusual conditions.
- Prior permission should always be taken from the patient for presenting him to the group and the purpose of the discussion. He should be the centre of attention and nothing should be done or told which may hurt patient's feeling or embarrass the patient. Patient may be requested to talk something about his/her family disease, onset, signs and symptoms.
- Usually, the patient is not present for the entire discussion. Before s/he is brought in to the ward class-room or the group goes to the bedside, one of the nurses who knows the patient describes her/his personal characteristics, family background, physical and mental condition etc. The nursing care and problems related to his/her therapy is also discussed. The clinical instructor may lead the discussion but the student looking after the patient should be encouraged to present. After this the group interacts with the patient, asks him/her questions for clarification. When he is no longer needed patient is asked to go to his bed. The discussion follows, questions which are answered in the group. The material is summarized, important points emphasized and an evaluation done as to the effectiveness of the clinic.

Performa for the Evaluation of Bed Side Clinic

	Poor	Fair	Good	Very Good	Excellent
	1	2	3	4	5
1) Introduction about the patient					
2) Depth of understanding about the patient					
3) Organisation of subject matter					
4) Integration of subject matter					
5) Relevance and accurate, up-to-date					
6) Originality					
7) Voice expression and use of A.V. aids <i>patient's documents</i>					

It is essentially the same as bedside clinic. But the patient is usually not present for any part of the class. This method may be used when the entire group is well acquainted with the patient and the group would have nothing new to learn from going to see him. It is however, important to note that the group members must have enough opportunity to know the patient, read patient history, progress notes, laboratory findings, nurses notes.

Check Your Progress 2

Write a paragraph on Bedside Clinic.

7.3.4 Nursing Rounds

Now we will discuss one of the very important methods which can be greatly used by the ward sister and clinical instructor for clinical teaching.

It is a method of clinical teaching, in which large group of patients are discussed for their specific problems, medical and nursing care given at bed side.

You must have experienced ward sisters, nursing superintendents taking rounds of the hospital wards. This round helps the nursing members know about all the patients in the wards, their problems, and ways of solving.

Nursing round is actually an extension of the clinical method discussed earlier. For the learning of student nurses it can be used very easily with a proper planning and prior information to students. In this method instead of one patient being demonstrated all of the patients known to the group of students are presented briefly.

Purposes of Ward Rounds

- Encourages discussion and teaching among students regarding various cases in the ward.
- Helps in assessing the student's knowledge and acquaintance with different patients.

Timings for the Nursing Rounds

Timings should be such that it should not interfere with ward routine e.g. it is not conducted when doctor round is on, time for patient's medical care.

How to Conduct Nursing Rounds?

- i) Ward rounds are usually conducted by the Ward Sister or Clinical Instructor who knows each patient's nursing needs more intimately.
- ii) The students should be informed ahead of time that this method will be used.
This helps them to prepare themselves for the learning experience.
- iii) Students may be taken around the ward, stopping briefly at the bedside of each patient for a short discussion of the most significant nursing problem.
- iv) The Instructor or the Ward Sister may call upon any nurse in the group to tell

- v) The student or the Staff Nurse who has been taking care of the patient during the week may present the background information i.e. his history and medical aspects of his care, nursing care which she thinks is essential. This is done for understanding of the nursing care given or that should be given. She is then responsible for answering the questions of the group.
- vi) The presentation of the background information is followed by additions and suggestions from the group.
- vii) Nursing rounds should not be taken for more than forty to fifty minutes and attendance of all the students is required.
- viii) Emphasis should be put only on nursing care during nursing rounds. Other aspects even of interest cannot be fully presented during the short time allotted for each case. This is because the whole ward or unit has to be covered in this brief weekly summary of nursing problems.
- ix) It must be noted that in this type of teaching, the topics which may cause any distress to the patient should not be discussed.

Value of Nursing Rounds as a Method of Clinical Teaching

- Helps in arousing interest and initiative in the students to read the histories of all the patients, review disease conditions, study about medications, doses, action, side effects etc.
- Encourages discussion among students regarding various cases available in the ward/unit.
- Gives an opportunity to the clinical instructor or head nurse to test the students' knowledge and acquaintance with all the patients in the ward/unit.
- Each student has an opportunity to know about the cases in general, the nursing problems and ways to meet the nursing needs.
- No other type of rounds is a substitute for nursing rounds.

Check Your Progress 3

Mention three important reasons for using "Nursing Rounds" as a clinical teaching method.

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7.3.5 The Group Conference

It is a method of clinical teaching where a group of students and their instructors meet for an informal discussion of patient's problems.

The group should not be too large (i.e. not more than 10-12 students), so that each student can be given an opportunity to participate.

Role of the Clinical Instructor in Leading Group Conference

- i) The Clinical Instructor acts as the leader, must be sensitive to the group; to interest or lack of interest; to agreement or to differences of opinion; to the facial expressions and to all those little things which will show the attitude of the group members; to the subject under discussion or to the

- ii) She needs to be poised and have patience and should not answer questions too quickly, but wait until the students have had an opportunity to think through the solution.
- iii) Clinical instructor should be able to guide the discussion.
- iv) She should be able to correct wrong impression and give individuals time to complete unfinished statements.
- v) The subject or areas chosen for discussion should be closely related to students' daily experiences in the department so that they may feel that they are really being helped and guided in understanding nursing situations, in solving nursing problems. The success of this type of teaching greatly depends upon the topic or areas chosen for discussion.

Subjects for Group Conferences

The following are a few suggestions and areas where group conferences can be held:

- i) Orientation of the new students to the department and ward:
This is an important way of introducing the whole group to the ward/unit so that working becomes easy. The content to be included in the total orientation programme depends on the experience of the students in nursing. The time taken may vary from one day to several days.
- ii) Nursing care needs of particular patients or group of patients.
- iii) Conferences on nursing procedures, gaps in nursing care e.g. failure to record fluid intake and output accurately, maintaining nurses record, preparing patients for surgery or investigations etc.
- iv) Discussions on drugs, treatments, and diets.
- v) Reports of nursing care problems, nursing projects or field trips.
- vi) Various topics pertaining to the department as a whole.
- vii) Subjects pertaining to hospital housekeeping, hospital routines, relationships with other professional workers etc.
- viii) Display of equipment which has been damaged by bad handling, carelessness and misuse, improper care. This must be supported by discussion on courses, methods of prevention, proper maintenance etc.

Values of Group Conference

- The smallness of the group, the informality and nearness of the problems discussed makes this one of the most profitable methods in clinical teachings.
- Under proper guidance of the Clinical Instructor learning takes place because it encourages active participation from each group member.
- Subject matter or the topic is dealt with in the situations in which the need for knowledge arises.
- Group thinking and discussions awakens interests and appreciation.

Check Your Progress 4

- 1) List six topics for group conference.

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2) State the values of the group conference.

7.3.6 Individual Conference

Individual conference is an interaction between teacher and taught which can be both planned and incidental or unplanned. Many individual conferences both planned and unplanned are held with students in every ward and in every department.

- i) **The Unplanned Conference** takes place as the need arises and, is often instituted by the students, the clinical instructor or the ward sister.
 - It should be short and relate only to problem or situation of immediate interest. More general aspects of the subject should be included in the planned group conferences. There are, however, many topics which should be discussed individually with the student as the need arises.
- ii) **The Planned Individual Conferences** are as much a part of departmental instruction as group conferences and should be treated as such.
 - Each individual student should have a regular number of conferences with the clinical instructor and in many areas with the ward sister. Some students will need more than others.
- iii) **The Subject Matter for Individual Conference may be:**
 - Those relating to the student's nursing ability and the quality of her daily performance.
 - Those relating to special projects, nursing studies, plans or any other activity carried out in connection with departmental experience.
 - Those relating to the student's achievement record, results of tests written and practical.
- iv) **The Role of the Clinical Instructor** during Individual Conference:
 - Has the opportunity to hear the student's point of view, to get an explanation of her difficulties and attitude towards her experience.
 - Allow the student to talk first otherwise clinical instructor's attitude influences the attitude of the student and student may say things according to the liking of the clinical instructor.
 - The Instructor must try to know what kind of help the student needs. This will be achieved by allowing the student to talk freely. It then becomes easy to learn how the student feels about her own situation.
 - Any help given in order to be effective must be based on the student's attitude of her difficulties as well as her insight into them.
 - Always respect the student as an individual and try to be sensitive to the emotions, feeling, fears and anxiety that the student may have.
 - Keep a brief record of topic, discuss the student's contribution, her attitudes, her problems and achievements. This should be done as soon as the conference is over but never in front of the student.

- Be friendly, informal and unbiased. This will contribute to the success of the conference.
- For planned conference student should be informed earlier and except in emergency it should not be changed. Take the conference in a place which is free from interruption, comparatively less noisy, has privacy. Allow the student to sit down so that she feels more relaxed.

v) **Values of Individual Conference**

- It offers a useful avenue and opportunity for teaching and guidance.
- Gives an opportunity to the student and instructor to discuss particular problems relating to the individual student alone.
- The student has an opportunity to know about her progress, achievements and this gives encouragement to do better.
- Provides a sense of security to the student when her problems, difficulties are discussed separately and guidance provided.
- Excellent opportunity for individual student learning.

Check Your Progress 5

1) List the role of clinical instructor during individual conference.

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2) Explain the values/advantages of individual conference.

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7.4 LET US SUM UP

In this unit on instructional methods we have discussed the various clinical teaching methods commonly used in nursing education.

The basic nursing programme heavily depends on the clinical experience of the student in order to prepare a capable and effective practitioner of professional nursing. The skills, attitudes, competencies gained through the first hand experience help the students to develop more confidence and ability to solve problems and give need based care.

A well-planned clinical teaching programme using various clinical teaching methods go a long way to develop correct attitude, skill and a good nursing personnel. Some of the common methods which are mentioned in this unit are nursing care plan, study, bedside clinic, nursing conference, nursing rounds, group discussion. There is a discussion on each of these

It is well to remember that best learning of nursing takes place where the patient(s) or the client(s) are. The pages of the text books are strewn all over the wards and community fields. And the best teacher is one who can keep the students urge to learn alive and help them practice with expertise and empathy.

Teaching methods which place the student in an active situation for learning are more likely to be effective than those which do not.

G.E. Miller

Teaching Approaches:

Talk to students

Talk with students

Have them talk together

Show students how

Supervise them

Provide opportunities to practice

S. Abrahamson

Purpose of Teaching:

To help students to

- *Acquire, retain, and be able to use knowledge*
- *Understand, analyse, synthesize and evaluate*
- *Achieve skills*
- *Establish habits*
- *Develop attitudes*

J.J. Gullbert

7.5 KEY WORDS

- Active Learning** : It describes the way in which the students learn by doing things e.g. students may be working in the health centre, nursing a patient with congestive cardiac failure, where she takes active part. Sitting and listening to teachers or reading a book is not active learning.
- Lesson Plan** : It is a set of notes which a teacher prepares in writing for herself, used as a guide as she gives a lesson.
- Manual** : A manual is strictly a book which describes in detail how to do various tasks e.g. ward manual.
- Teaching** : It is a two way process involving interaction between the teacher and the students. The guidance of the teacher is important for bringing about expected changes in students behaviour in this process.

Check Your Progress 1

- i) Nursing care study results in providing better care to the patient.
- ii) It helps to develop better understanding of the human personality and the factors that influence the behaviour of the individual in sickness and stress.
- iii) The student has to do concentrated study to gather information from the books, nursing the patient, discussing with family members. Thereby it encourages the understanding of nursing problems and ways to solve them.
- iv) Student learns to record nursing observations in an organized and systematic way.

Check Your Progress 2

Bedside clinic or nursing clinic is a method of teaching in clinical field. The patient is the main and focal point of discussion of the patient. He should be requested to tell about his signs and symptoms, problems faced, his reaction to treatment and care etc. The patient may also be taken to the clinical teaching classroom to present his case. This is then followed by a discussion on the particular case. The nurse who has been taking care of the patient takes an active role in giving more details or clarifying queries from the group members. Every effort should be taken to treat the patient as an individual, maintain the privacy of the patient and not to hurt his feelings. The group members are also allowed to talk to the patient. When the patient is no longer needed he is allowed to go back to his bed or the group leaves the bedside to go to the classroom for discussion. The patient should be thanked for assisting in the training of nurses. After the discussion by the group is over, the clinical instructor usually summarizes the whole case.

Check Your Progress 3

The nursing rounds have great value in clinical experience of students. Some of the reasons for conducting a nursing round are:

- i) Enables students to take interest in reading the history, treatment, problems of various patients on the ward.
- ii) Encourages discussion among students regarding the care of various patients and thus develops better understanding and knowledge.
- iii) It is an opportunity for the clinical instructor or ward sister to test the student's knowledge and her acquaintance with all the patients in the unit/ward.

Check Your Progress 4

- 1)
 - i) Improper maintenance of recording on nurses' notes.
 - ii) To discuss about a change in the ward routine or policy.
 - iii) Before going to visit a department i.e. rehabilitation unit, blood bank, diet, kitchen.
 - iv) Orientation to the new students to the department, ward, or unit.
 - v) Nursing care needs of a patient or a group of patients.
 - vi) Discussion on drugs, treatments, diets etc.
- 2) Values of group conference:
 - i) Group thinking and discussions awakens interests and appreciation for the care given to the patient and the experience gained.

- ii) Student has an opportunity to know and discuss about her achievement, areas of improvement, her problems etc.
- iii) A sense of security is felt by the student because she feels free to discuss her problem, share her anxieties or fear pertaining to herself or clinical experience.
- iv) An useful way of providing teaching, guidance and counseling.

Check Your Progress 5

1) The Role of the Clinical Instructor during Individual Conference:

- Has the opportunity to hear the student's point of view, to get an explanation of her difficulties and attitude towards her experience.
- Allow the student to talk first otherwise clinical instructor's attitude influences the attitude of the student and student may say things according to the liking of the clinical instructor.
- The Instructor must try to know what kind of help the student needs. This will be achieved by allowing the student to talk freely. It then becomes easy to learn how the student feels about her own situation.
- Any help given in order to be effective must be based on the student's attitude of her difficulties as well as her insight into them.
- Always respect the student as an individual and try to be sensitive to the emotions, feeling, fears and anxiety that the student may have.
- Keep a brief record of topic, discuss the student's contribution, her attitudes, her problems and achievements. This should be done as soon as the conference is over but never in front of the student.
- Be friendly, informal and unbiased. This will contribute to the success of the conference.
- For planned conference student should be informed earlier and except in emergency it should not be changed. Take the conference in a place which is free from interruption, comparatively less noisy, has privacy. Allow the student to sit down so that she feels more relaxed.

2) Values of Individual Conference

- It offers a useful avenue and opportunity for teaching and guidance.
- Gives an opportunity to the student and instructor to discuss particular problems relating to the individual student alone.
- The student has an opportunity to know about her progress, achievements and this gives encouragement to do better.
- Provides a sense of security to the student when her problems, difficulties are discussed separately and guidance provided.
- Excellent opportunity for individual student learning.