

Designing a Learning Encounter

Learning Objectives

- *Identify* models for clinical teaching
- *Construct* the basic elements that make up a learning encounter
- *Design* a learning encounter by implementing the appropriate teaching strategies at the appropriate time. (Choose your own adventure activity)

Step	Actions	Tips
Before the learning encounter Timing: This step can occur any time before the learning encounter; it does not have to occur directly beforehand.	<ul style="list-style-type: none"> Establish relevant learning goals 	Ask the students about their background, life experience, or motivation to help establish relevant learning goals. Discuss expectations and how you measure success. (Verbal learning contract)
	<ul style="list-style-type: none"> Introduce new knowledge 	Provide resources related to relevant clinical cases, such as journal articles, data or evidence gathered from a previous observation. Assign roles and set expectations for each learning encounter.
During the learning encounter Timing: This step is the part of learning that is observed. Before starting the learning encounter check that the time is right for you, the student and the patient so that there will be minimal external distractions. (Lake & Ryan, 2004, p. 528)	<ul style="list-style-type: none"> Provide opportunity to practice 	Provide opportunities to practice in a safe environment first like a case-based discussion or simulation. You can ensure the student is ready to have greater responsibility by: 1) Asking questions to check for understanding, (Lake & Ryan, 2004, p. 643) 2) Model a skill and have the student explain the process and what they observed to you afterwards. (Irby & Wilkerson, 2008, p. 385)
	<ul style="list-style-type: none"> Allow learners to apply their knowledge / skills 	Patient Presentation – be attentive, by limiting distractions/interruptions, offering eye contact and non-verbal encouragement. Prompt student to extend their knowledge by making a differential diagnosis or creating a treatment plan. (Stickrath, Aagaard, & Anderson, 2013, p. 326)
After the learning encounter Timing: This step does not have to occur directly after the learning if time does not allow. However it is	<ul style="list-style-type: none"> Encourage reflection 	Discuss negative and positive aspects of the learner's performance. If possible deliver feedback in written form. Establish next steps with student. Skills successfully obtained will lay the foundation for future learning encounters or self-directed learning. (Usatine, Nguyen, Randall, & Irby, 1997, p. 768)

a critical step if learning is to occur.		
Actions	Examples from the Literature	
<ul style="list-style-type: none"> Establish relevant learning goals Introduce new knowledge 	<p>"If an attending learns that one of his or her medical students spent five years working in Sub-Saharan Africa, the attending may adjust the approach he or she uses to teach that student about tuberculosis" (Stickrath et al., 2013, p. 323).</p> <p>"Select appropriate patients to match students' abilities and giving students brief histories of the patients' cases [...] before patient encounters. [This] helps student perform more focused histories and physical examinations" (Usatine et al., 1997, p. 768).</p>	
<ul style="list-style-type: none"> Provide opportunity to practice Allow learners to apply their knowledge / skills 	<p>Bedside teachers "were deliberate in the selection of educationally valuable and newly admitted patients and those requiring medical decision making" (Gonzalo et al., 2013, p. 418).</p> <p>"The teacher can also invite other team members to inspect the areas of interest during the presentation; for example, as the presenting trainee describes a skin rash, the rest of the team can look at it" (Stickrath et al., 2013, p. 324).</p>	
<ul style="list-style-type: none"> Encourage Reflection 	<p>"The teacher could recommend 'learning more about the causes of acute monoarthritis and how to differentiate among them' instead of 'reading more about acute gout'" (Stickrath et al., 2013, p. 326).</p> <p>"The key to feedback is going beyond the praise to specific descriptive comments about a learner's performance" (Irby & Wilkerson, 2008, p. 386).</p>	

Examples from the Literature

Works Cited

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