

Adult Learning Principles: How will adults learn and retain the most on my clinical teaching service?

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CORE Faculty Development



Learning Objectives

- Participants will be able to:
 - discuss adult learning principles and describe characteristics of adult learners
 - describe teaching strategies that will stimulate adult learners
 - identify additional ways of incorporating adult learning principles in training experiences.



Conditions and Strategies

- Concept or View of the Learner
 - Learner cannot be viewed as “empty head” or “tabula rasa” since he/she does bring some knowledge
- Through discussion and observation, try to assess the learner’s current knowledge and skill level
- Develop a checklist of knowledge and skills that can be assessed at some point.



Conditions and Strategies

- Self-Directed Learning (Learners tend to...)
 - Have a need to direct some of their own learning
 - Be partners in the learning experience
- At the beginning of the rotation, provide an orientation to discuss/negotiate mutual expectations and needs
- Learner: what do I want to know?
- Preceptor: what do I expect the learner to know? any other experiences?





Conditions and Strategies

- Learning Climate
(Learners learn best when...)
 - They are respected as persons and their viewpoints are respected
 - They can listen to and respond to the viewpoints of others
 - There is freedom of expression w/o ridicule
 - There is mutual support
 - Discussion and problem solving are encouraged
- Treatment of the learners is essential to positive growth and development.



Conditions and Strategies

- Identification of Needs
 - Should be an ongoing process
- Evaluation and feedback should be frequent
- Have learner generate an “ongoing” development” plan (can be reviewed at any time during the rotation)
- Pre-test/post-test



Conditions and Strategies

- Teacher's/Preceptor's Role
 - Serves as a resource person – one who shares experience and knowledge
 - Serves as guide/facilitator in the learning process – one who stimulates learning beyond the immediate experience
- Challenge the trainee to exceed the expectations and be accountable for some of his/her own learning.
- Ask more questions and explore learner's reasoning (e.g. apply the microskills model of clinical teaching)

Conditions and Strategies

- Evaluation of Learning (Learners like to...)
 - Examine their progress in conjunction with their expectations
 - Have a sense of their own progress in the learning process
 - Want to be a partner in the assessment of their learning experience.
- Engage in informal (regular basis) and formal feedback (periodical basis) which could translate into a “powerful” mentoring relationship
- Have learners provide a “self-assessment”
- View the evaluation as “quality improvement”





Conditions and Strategies

- Sharing of Knowledge and Experience (Most learners...)
 - Share what they know, what they have learned, and what they are currently learning
 - See this sharing as an opportunity to compare thoughts with others that open the door for collaborative projects/learning activities
- Time to articulate/share
- Small Group
- Journal club can be used as a forum for articulating knowledge and experience
- Morning and noon report presentations
- Mini-lecture, discussion, and presentations during rounds

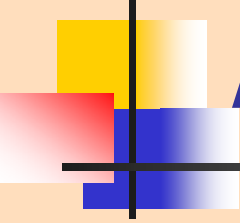




Conditions and Strategies

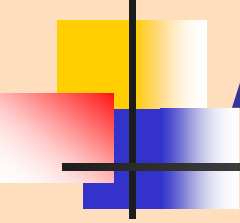
- Outcomes with Practical Implications (Learners enjoy learning situations...)
 - Where what is learned can be applied or used in training situations and information is used to solve current or future problems
 - Where knowledge can be personally or professionally enriching
- Skills Lab
- Case-based
- Clinical case presentations
- Role-playing
- Simulations





Conditions that Enhance Adult Learning: Summary

- Where learners are actively engaged and allowed to be a part of the learning experience.
- Where personal discovery and skill building is encouraged.
- Where differences (including points of view) are welcomed.
- Where people feel respected and accepted.
- Where evaluation is primarily self-evaluation.



Conditions that Enhance Adult Learning: Summary

- Where feedback is encouraged.
- Where people are encouraged to trust themselves and their insights.
- Where the content/information shared is relevant and usable either personally or professionally.
- Where the learning agenda is co-established by the learner and facilitator.
- Where the learning experiences is made enjoyable and fun.



Take-Home Quiz

- Read the following scenario and respond to the questions. Please submit your completed assignment by e-mail to kirkland@exchange.oucom.ohiou.edu or sheehan@exchange.oucom.ohiou.edu



Scenario

- You have a first year resident and a 4th year medical student assigned to the service. How would you structure the rotation so that these two adult learners “retain” the most from your clinical teaching service? (apply the conditions and strategies discussed in the PPT).