Enhancing Learning Through Understanding Your Medical Learner.

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ENHANCING LEARNING THROUGH UNDERSTANDING YOUR MEDICAL LEARNER

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DISCLOSURE STATEMENTS

- Katerina Valavanis, MD   Nothing to Disclose
- Veronica Brohm, DO   Nothing to Disclose

OBJECTIVES

- To identify barriers to learning

- To understand how life stage, professional development, learning stage, and metacognitive knowledge are all utilized in developmental learning

- To identify fixed versus growth mindsets

BARRIERS TO LEARNING

BARRIERS TO LEARNING

- Time constraints
- Preceptor is being pulled in multiple directions
- Clinical setting is not always comfortable environment for learning
- Issues with feedback
- Other learners present
- External stressors / overwhelmed
- Patients too sick or unwilling to participate in a teaching encounter
- Do not always see outcome of visit or hospitalization
- Clinical content does not always match curriculum content
- Personality – teacher / learner
- Preceptor unaware of learner's knowledge or interest
- Competing personal or professional priorities
- Difficulty with knowledge base / application of knowledge

BARRIERS TO LEARNING

UNDERSTANDING OUR LEARNER

Life Stage	Learning Stage
Metacognitive Knowledge	Professional Development

LIFE STAGE

- Your learner's story
- Competing priorities
- Prior work/education and life events
- Experiences impact perspectives

Life Stage	Learning Stage
Metacognitive Knowledge	Professional Development

LEARNING STAGE

Stage	Context	Emotional Attachment	Confidence	Time Management
Novice	Removed	Low	Low	Slow
Advanced Beginner	Starting to recognize	Low	Too high	Faster but gaps
Competent	Understanding	Present and overwhelming; exhausted	Low	Slower – choices are frightening
Proficient	Fully understands	Present	Higher	Slow – still developing
Expert	Fully understands	Present	Appropriate; has intuition	Faster and appropriate

The Five Stage Model of Adult Skill Acquisition

Life Stage	Learning Stage
Metacognitive Knowledge	Professional Development

METACOGNITIVE KNOWLEDGE

- Awareness, understanding, and regulation of one's own thought processes

  - Develop skills to plan, monitor, evaluate one's learning
  - Adapt to change and uncertainty in clinical setting
  - Identify personal goals, self-monitor, choose behaviors, and self-assess

  - We help our students by thinking out loud and asking them to describe their thinking processes to us

PROFESSIONAL DEVELOPMENT

- Continuing development of knowledge, skills, and attitudes while developing a professional identity in one's medical career
- Includes professionalism
- Encompasses life stage, learning stage, metacognitive knowledge

- Understanding your students' professional goals
- Give direct feedback

UNDERSTANDING OUR LEARNER

FIXED VS GROWTH MINDSET

- Applies across each concept
- Preceptor response is key
  o help re-frame
  o encourage continued growth

Life Stage	Learning Stage
Metacognitive Knowledge	Professional Development

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UNDERSTANDING OUR LEARNER

Life Stage	**Learning Stage**
Cannot see connection curriculum- clinical content	Cannot see connection: curriculum- clinical content
Metacognitive Knowledge	**Professional Development**
Can we help the learner see connection curriculum – clinical content	Can we help learner see connection curriculum – clinical content

FIXED OR GROWTH MINDSET?
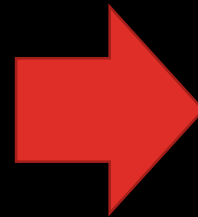
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UNDERSTANDING OUR LEARNER

Life Stage Stressed/overwhelmed	**Learning Stage** Stressed/overwhelmed
Metacognitive Knowledge Stressed/overwhelmed	**Professional Development** Stressed/overwhelmed

FIXED OR GROWTH MINDSET?

UNDERSTANDING YOUR LEARNER

THANK YOU!

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