



Teaching Plans and Learning



The Clinical Coaching/Teaching Plan

- Clinical Coaching/Teaching Plan
 - A plan of activities that
 - Provides structure to the orientation process
 - Provides opportunities for competency validation
 - Develops/strengthens competency
 - Provides opportunities for success
 - Socializes individual to the organization
 - When all members of the Team know the plan, they can support and facilitate the plan.
 - Promotes critical thinking, reflective practice



Building and Effective Clinical Coaching/Teaching Plan

- Principles of adult learning
- Use a variety of learning opportunities to appeal to different learning styles
- Be creative
- Facilitate critical thinking, problem solving



Learning Styles: VARK

- Visual – 44%
- Auditory – 16%
- Read / Write
- Kinesthetic – 38%

- What is your style?

<http://www.howtolearn.com/personal.html>



Albert Einstein

- "Education is what remains after one has forgotten everything he learned in school."



Personal Learning Styles

- Active vs. Reflective
 - Sensing vs. Intuitive
 - Visual vs. Verbal
 - Sequential vs. Global
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- Developed by Richard Felder:
www.ncsu.edu/felder-public/ILSdir/styles.htm



A View of Learning

- Learners are not passive but active participants
- Knowledge is acquired from experience with complex, meaningful problems rather than from practicing skills.
- Skills and knowledge are best acquired in context. Context is critical for it provides meaning to learning.



Learning (cont.)

- People do not easily transfer learning from school to real life.
- Learners bring prior knowledge and experience to a new situation.
- The preceptor works to confirm, critique, modify, replace, and add to what is already there.



Robert Half

"Asking the right questions
takes as much skill as giving
the right answers."

Don't worry about getting it right,
just ask. Why?



Adult learning principles- Knowles 1970

- **Adult Learners:**
 - Are self-directed
 - Build on previous experiences
 - Are problem-centered vs. subject-centered
 - Need active involvement in learning
 - Need motivation & confidence to learn



We learn best when we...

- Feel comfortable and safe
- Attempt tasks that allow success
- Have input into the plan
- Engage in social learning
 - From peers as well as from an instructor
- Have options that include:
 - Different learning styles – VARK, Feldman
 - Individual and group learning



We learn best when we...

- Associate new information with prior experiences
 - Apply theory to practical situations.
- Move from simple to complex
- Receive positive and constructive feedback



Preceptors:

- The preceptor works with learners to confirm, critique, modify, replace, and add to what is already there



Preceptors and the plan

- Adapt the coaching/teaching plan:
 - Involve learners in mutual planning
 - Involve participants in diagnosing their own learning needs
 - Encourage learners to identify resources and how to use them
 - Help learners carry out learning plans
 - Involve learners in evaluation of learning