

Study Unit 6: The Four Major Learning Strategies in the Clinics

Study Guide for the Four Major Learning Strategies in the Clinics

Strategies for teaching and learning in the clinical setting are varied, making it important that you are able to select those that are most appropriate to your unit's outcomes and learning context. The video Presentation 5 presented the four major learning strategies and some examples of these.

Think...

1. Why does clinical practice instruction target more higher order skills than preparatory and laboratory classes?
2. What are the factors to consider in selecting strategies in the clinical setting?
3. What are the 4 major learning strategies in the clinics? Can you give an example for each?
4. What is legitimate peripheral participation? How can students be
4. What strategies can be used to teach attitudes in the clinical setting?
5. What are the 3 aspects of supervision? Describe each briefly.

For additional resources, view the following videos:

The One Minute Preceptor by Mayo Clinic <https://www.youtube.com/watch?v=eRBdfXRj5N0> This video discusses how to conduct a one-minute preceptorship session, including an example on how it can be used or applied.

Teaching Learners how to think by Dr. Sadownik, UBC Faculty Development & Educational Support <https://www.youtube.com/watch?v=zAgzXKdSsBI> This video presents examples of strategies that target clinical reasoning.

Spencer, J. (2003). ABC of learning and teaching in medicine: Learning and teaching in the clinical environment. *BMJ*, 326:15 p591-594. This is a clinical review article that also presents examples of teaching strategies in the clinical setting.

Strategies in clinical teaching should engage students to participate in actual practice, with appropriate supervision that encourages students to develop into experts. Reflection deepens learning from these experiences towards understanding and critical thinking. Strategies that provide opportunities for observation of role models should be include in the program, and opportunities where students can talk and express themselves in healthy discussions with the clinical teachers and their peers will be helpful in achieving intended core competencies.

