

Teaching Tips

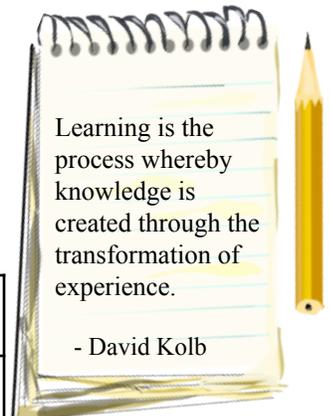
Volume 5 Issue 12 December 2014

Department of Family & Social Medicine Faculty Development E-Newsletter

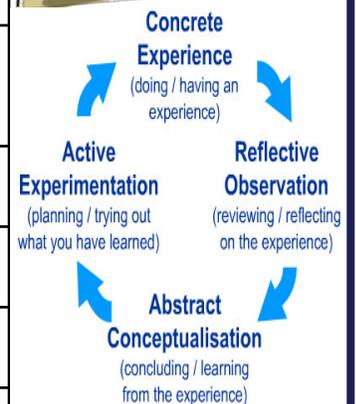


Teaching in Ambulatory Care Settings: A Year-End Summary

Ambulatory teaching provides an excellent opportunity to pass on skills, knowledge and attitudes to our learners. It also offers an opportunity to reflect on ethical questions and emotional reactions to patients and their care. In this issue, we summarize a variety of teaching methods highlighted in a review by Heidenreich, Lye, Simpson, and Lourich and addressed in prior issues of Teaching Tips.



Orient the learner	Assess the learner's level, orient the learner to the site and preceptor style and expectations
Prioritize learning needs	Help the learner prioritize their learning needs and tailor their experiences, when possible
Use problem-orientated learning	Identify a theme for learning each day to organize the variability in clinical experience (eg, preventive care, family systems and support, life cycle stage, anticipatory guidance)
Prime the learner	Provide a short orientation to the patient and expected task(s) before entering the exam room.
Teach pattern recognition (Aunt Minnie)	The learner reports the chief complaints and presumptive diagnosis instead of a detailed case presentation
Teach in the patient's presence	The learner presents and discusses their findings with the preceptor in the exam room with the patient
Limit teaching points	Identify a few key concepts and principles in each teaching encounter
Use a reflective approach to modeling	The learner observes the preceptor's actions and the preceptor is explicit about what is being modeled ("think-out-loud")
Utilize questioning	Use questioning to assess the learner's level and then advance to higher order questions
Provide feedback	Provide ongoing information to guide the learner's understanding and performance using Kolb's model: start with concrete experience, then learner self-assessment, abstraction of the experience to general concepts, and then experiment with applying the concepts to new situations to test validity
Reflect, both the learner and the teacher	Encourage summarizing and then reflecting, plan for improvement, connecting new concepts to existing knowledge



Kolb's Learning Cycle

References / Resources:

Heidenreich C, Lye P, Simpson D, Lourich M. The search for effective and efficient ambulatory teaching methods through the literature. *Pediatrics*. 2000;105:231-7.

Abela J. Adult learning theories and medical education: a review *Malta Medical Journal*. 2009; 21(1):11-18.

<http://cdn-5.simplypsychology.org/learning-kolb.jpg>