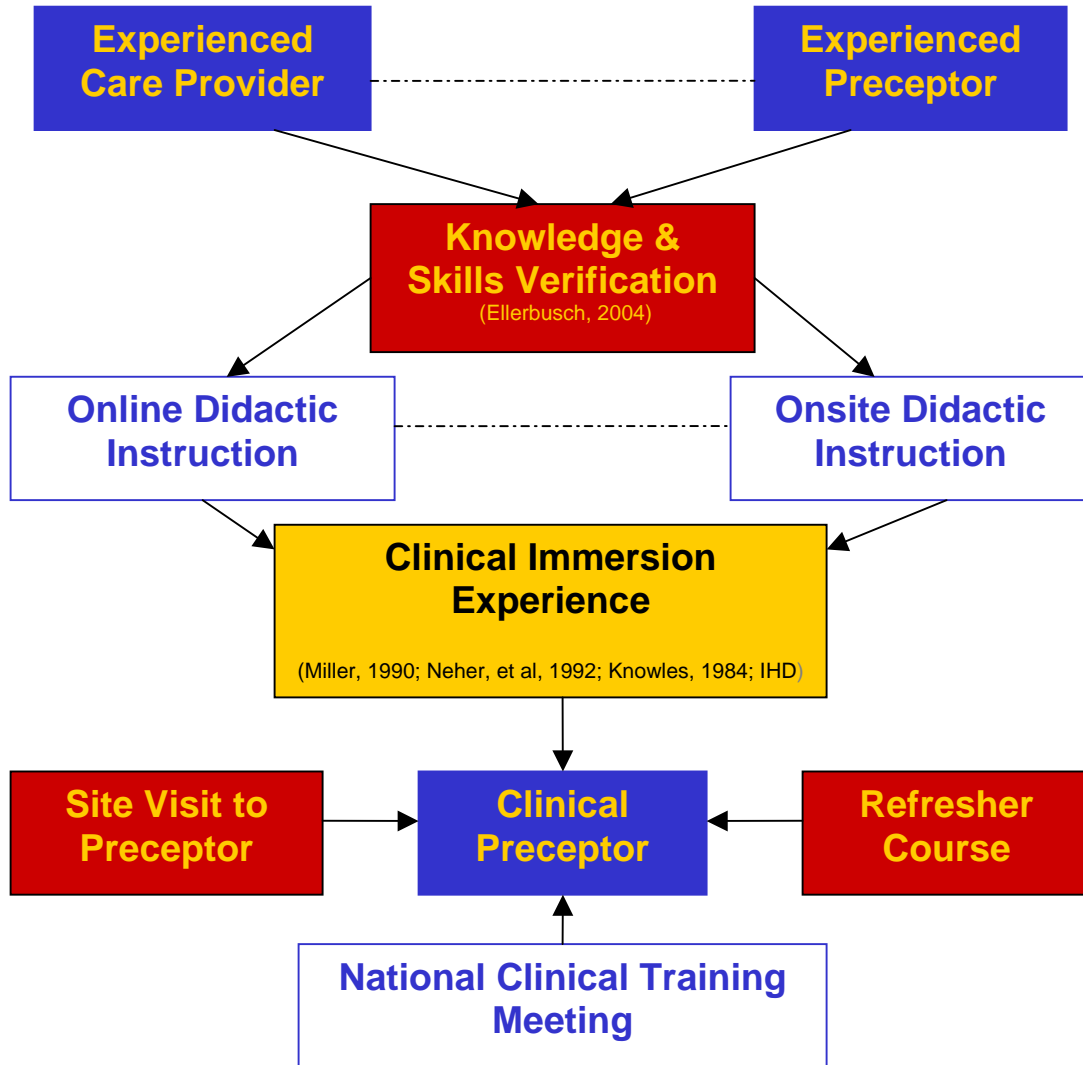


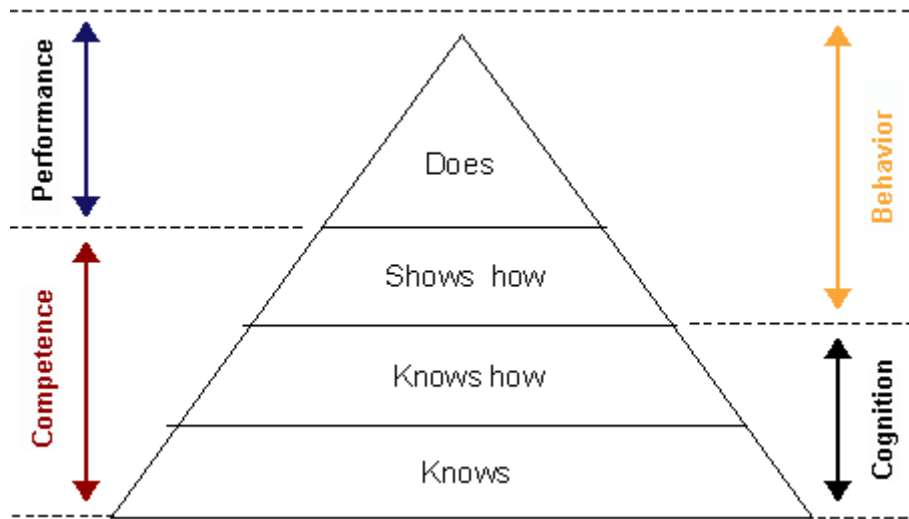
## Principles and Examples of Adult Learning Theory

<p>Motivated to learn when they experience a need</p>	<ul style="list-style-type: none"> <li>❑ <i>Ask what their needs and expectations are</i></li> <li>❑ <i>Involve them in discovering the value and relevance for themselves</i></li> <li>❑ <i>Help them identify gaps in knowledge and skills (include assessments)</i></li> </ul>
<p>Come to workshops with a task-oriented problem-solving approach to learning</p>	<ul style="list-style-type: none"> <li>❑ <i>Include problem-solving activities (case studies or simulations)</i></li> <li>❑ <i>Build in time for application and practice</i></li> <li>❑ <i>Structure the training around tasks concerning problems or life situations</i></li> </ul>
<p>Bring life experiences into the workshop</p>	<ul style="list-style-type: none"> <li>❑ <i>Use participants as resources</i></li> <li>❑ <i>Create a variety of opportunities for discussion and idea-sharing</i></li> <li>❑ <i>Provide a mix of different forums that encourage sharing (dyads, small groups, rotating partners)</i></li> </ul>
<p>Motivated to learn by internal and external factors</p>	<ul style="list-style-type: none"> <li>❑ <i>Ask what motivates them</i></li> <li>❑ <i>Recognize need for achievement and self-esteem</i></li> </ul>
<p>Need to see themselves as self-directed learners</p>	<ul style="list-style-type: none"> <li>❑ <i>Include experiential activities</i></li> <li>❑ <i>Invite and respond to questions</i></li> </ul>
<p>Need to know why they are being asked or required to learn something</p>	<ul style="list-style-type: none"> <li>❑ <i>Ask them to state the consequences of not knowing</i></li> <li>❑ <i>Ask them to clarify what they will be able to do or do better – as a result of this workshop</i></li> </ul>

## Train the Trainer Methodology



## Miller's Knowledge and Skills Assessment Model



## Traditional versus Competency-Based Instructional Approaches

	Traditional Approach	Competency-Based Approach	Examples of CBI
<b>Pre-Instructional Period</b>	<p>Experience &amp; knowledge is EXTERNAL to learners</p> <p style="text-align: center;">↓</p> <p>Curriculum developer(s) distills and arranges this experience and knowledge</p> <p style="text-align: center;">↓</p>	<p>Learners acquire experience &amp; knowledge in their lives</p> <p style="text-align: center;">↓</p> <p>Curriculum developer(s) provides an experience that will tap learners' values &amp; ideas</p> <p style="text-align: center;">↓</p>	<p>Various assessments (written &amp; observational) may be used</p> <p>Instruction is individualized</p> <p>All learners have the opportunity to succeed</p>
<b>Instructional Period</b>	<p>Faculty presents experience &amp; knowledge to learners</p> <p style="text-align: center;">↓</p> <p>Learners hear &amp; see presentation</p> <p style="text-align: center;">↓</p>	<p>Learners experience new situations; match new experience with previous learning</p> <p style="text-align: center;">↓</p> <p>Learners distill new values &amp; new knowledge</p> <p style="text-align: center;">↓</p> <p>Learners try out new behaviors &amp; acquire new experiences &amp; knowledge in both simulated &amp; "real world" environments</p> <p style="text-align: center;">↓</p>	<p>Learners may take competency-based tests ("criterion checks") a number of times</p> <p>Learners who have problems can obtain individual help from instructors</p> <p>Learners receive immediate feedback on how much they have learned</p> <p>Learning is measured according to how well the learner performs in relation to competencies (objectives) not in relation to other learners.</p>
<b>Post-Instructional Period</b>	<p>Learners try out new behaviors in "real world"; the experience begins after instruction ends</p>	<p>Learners continue to process experience &amp; knowledge as basis of original knowledge &amp; experience</p> <p>Learners apply new behaviors in "real world" environment</p>	<p>Various assessments (written &amp; observational) may be used to monitor progress</p> <p>Learning outcomes can be replicated by other instructors in other locations or at a later time</p>

## One Minute Preceptor Method

Steps in the Process	Examples
1. Get a Commitment	<p><i>"What do you think is going on with this patient?"</i></p> <p><i>"How do you think we should treat this patient?"</i></p> <p><i>"Based on the history you obtained, what parts of the physical should we focus on?"</i></p> <p><i>"Based on those differential diagnoses, what testing do you think should be ordered?"</i></p>
2. Probe for Supporting Evidence	<p><i>"What factors in the history and physical support your diagnosis?"</i></p> <p><i>"Why would you choose that particular medication?"</i></p>
3. Reinforce What Was Done Well	<p><i>"Your presentation was well organized. You had the chief complaint followed by a detailed history of present illness."</i></p> <p><i>"You included appropriate medical and social history with a focused physical exam."</i></p> <p><i>"Your diagnosis of 'probable PID' was well supported by your history and physical. You clearly integrated the patient's history and your physical findings in making that assessment."</i></p>
4. Give Guidance About Errors & Omissions	<p><i>"In your presentation you mentioned fever during your history but did not tell me the vital signs when you began your physical exam. Following a standard pattern will help avoid omissions and improve your communication of medical information."</i></p> <p><i>"I agree that, at some point, a Pap smear will be needed, but right now the patient is acutely ill and the results would not assist us in diagnosis or management."</i></p>
5. Teach a General Principle	<p><i>"Deciding whether someone with PID needs to be hospitalized challenging. Fortunately there are CDC criteria that have been tested which help..."</i></p> <p><i>"When looking for information on what antibiotics to choose, I have found it more useful to use an up-to-date hand book or electronic resource than a textbook which may be several years out of date."</i></p>
6. Conclusion	<p><i>"OK, let's go back in the room and talk with the patient. After that, I'd like you to ask the nurse to get a STAT serum hCG and CBC. When we've gotten the results, let me know and we can make a final decision about the need for hospitalization and our treatment plan."</i></p>