



<http://fhs.mcmaster.ca/facdev/pbsg-ed.html>

Preparing for New Learners

Planning and Orientation

Introduction to PBSG-ED Series

This special series of modules is dedicated to enhancing the educational skills of busy clinical teachers. The modules provide continuing education in a case-based format that makes judicious use of the most recent and best education evidence available. Starting from real-life examples of teaching and learning situations, the modules have been designed to promote discussion with colleagues around challenging issues/dilemmas that are likely to arise when working with learners. Their purpose is to foster reflection and provide opportunities to refine skills – preparing the way for selected changes that can improve teaching and learning.

It is a busy Monday morning and a new learner has just arrived. What could make the difference between a productive placement and one that is fraught with frustration? The answer is planning and orientation. A systematic approach that fully integrates a learner into the clinical environment means a more positive experience for everyone – learner, preceptor, other health care workers, and office staff alike.

Practice challenges:

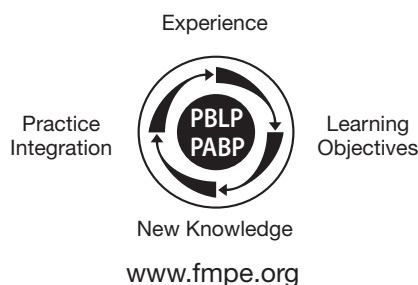
- Practice site not well prepared for the new learner.
- Limited orientation to the practice site, to patient care, and to other health care professionals at the practice site.
- Mismatch of objectives between program, practice activities, and learner's personal objectives.
- Insufficient assessment of learner abilities, experience, and learning objectives at the beginning of the placement.
- Expectations for learner not explicitly discussed or stated.

This module aims to:

- Provide strategies for preparing the practice site for a learner's arrival.
- Highlight the elements of an effective orientation program.
- Outline the development of a learning plan that incorporates such issues as program, practice and learner objectives, and details of how learning and teaching will occur during the placement.

Developed in collaboration with:

The Foundation for Medical Practice Education
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Case Example: Carol, intermediate level student

You decide to accept a learner on placement. She is from a different university than the one from which your arrives, Carol is provided with a two-hour orientation. The next two weeks are very busy, with minimal opportunity to get feedback from either the student or other health care providers. You are aware that you have gradually started to give her the simpler cases, as she is quite slow in evaluating patients. During the third week of the placement, other members of the team are beginning to actually comment on her slowness.

When you do a mid-point evaluation and point out your observations, Carol is taken aback, as she has received “A-grades” on similar placements. She points out that the objectives from her program emphasize thoroughness of work and care plans.

- What reasons could lead an “A-student” learner to perform in this way?
- What might you have done to avoid this situation?

SAMPLE
Not for Use