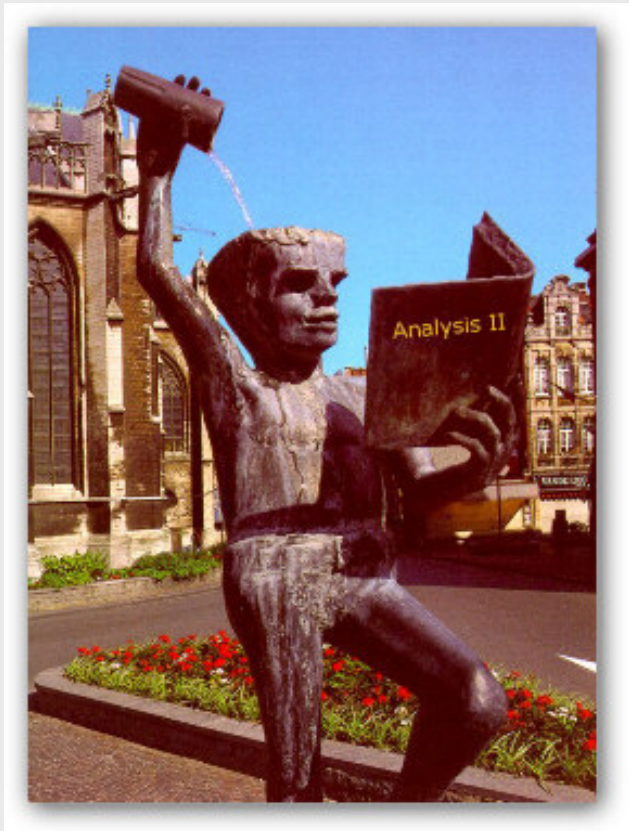
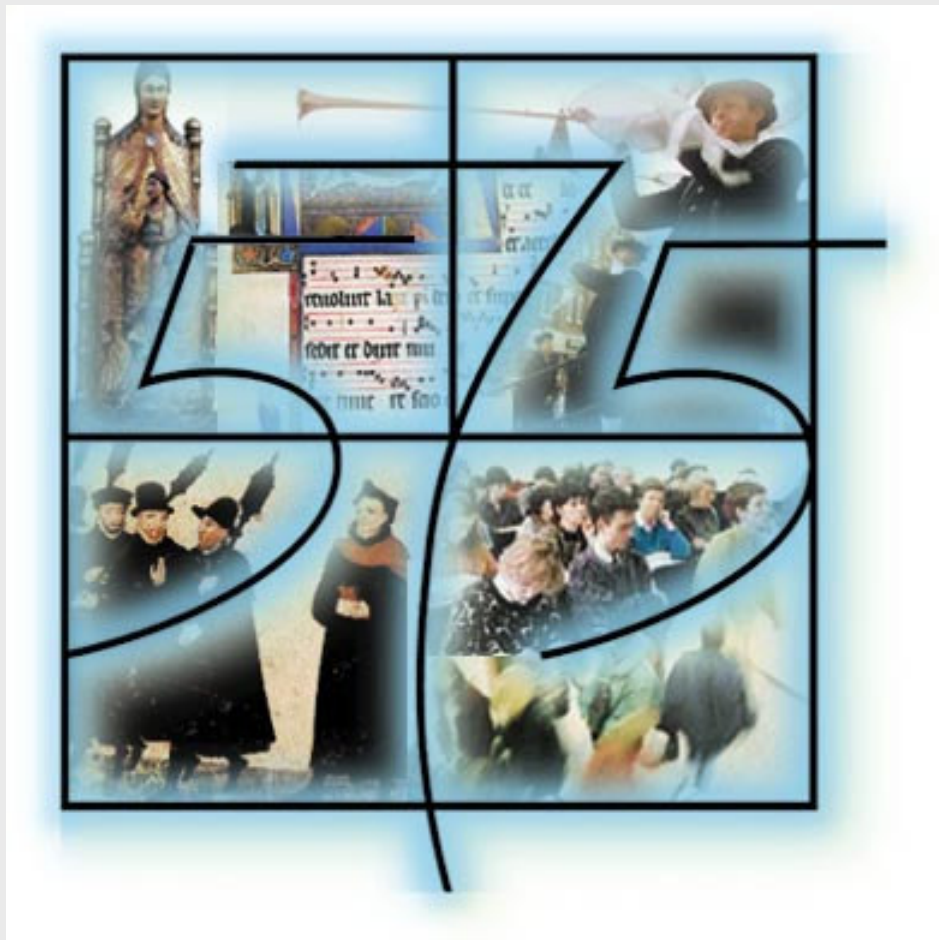




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Transforming your practice into a challenging learning environment



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A powerful learning environment ?

- Competencies and learning abilities of the trainee
- Readiness to learn of the trainee
- Offering work possibilities at the workplace
- Offering learning opportunities at the workplace
- Interaction between all these factors

A new role for trainers :

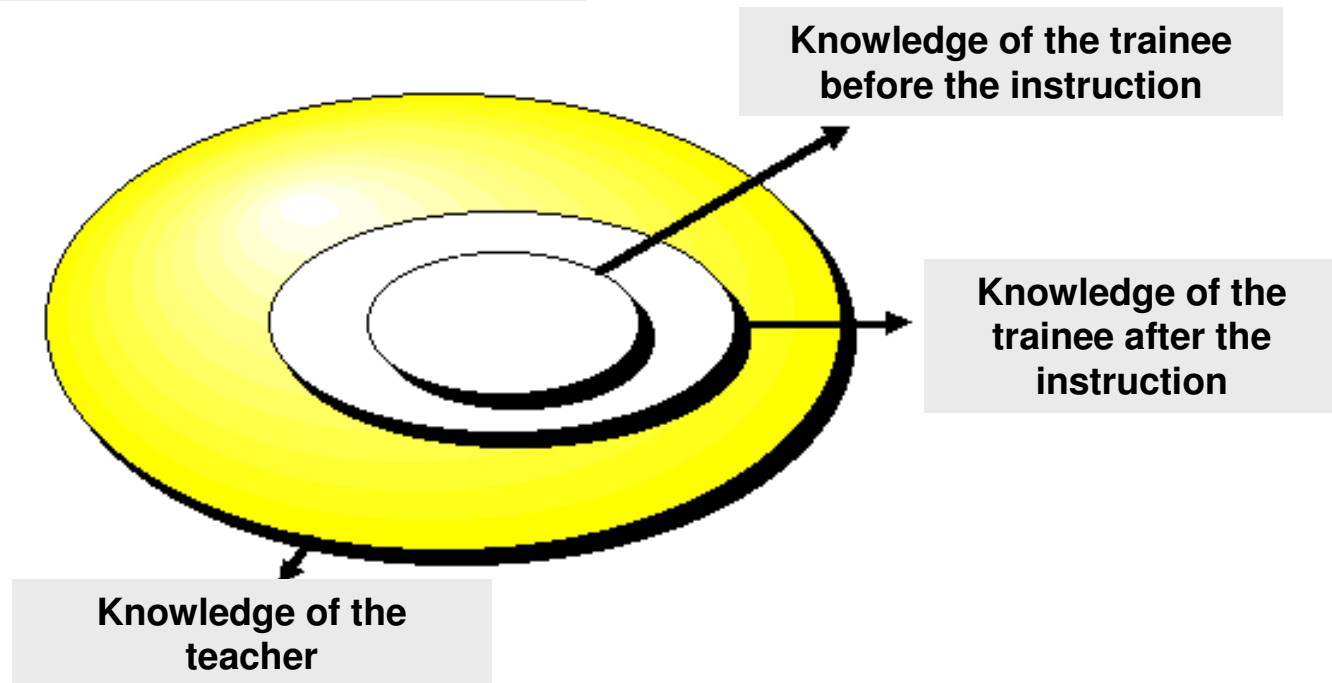


*Architects of a
powerful learning
environment*

Overview

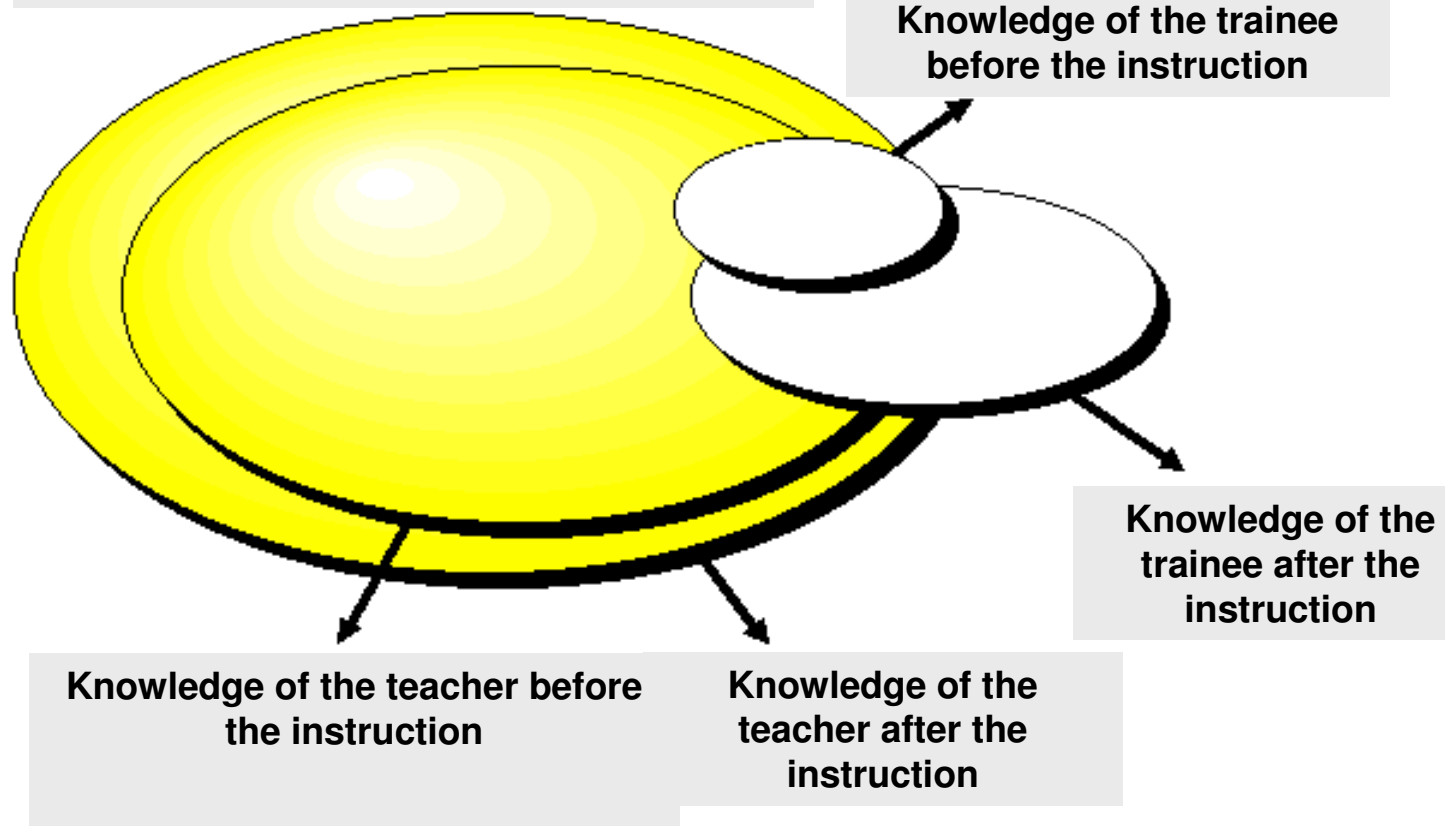
- *Adopting a new educational paradigm*
 - *Social constructivism*
- *Using the circle of learning as a framework*
 - *Learning from experience*
- *Adopting a variety of roles as a « teacher »*
 - *Different roles*
- *Enhancing educational interaction with trainees in the clinical context*
 - *Guiding and monitoring learning activity*

Cognitivist view



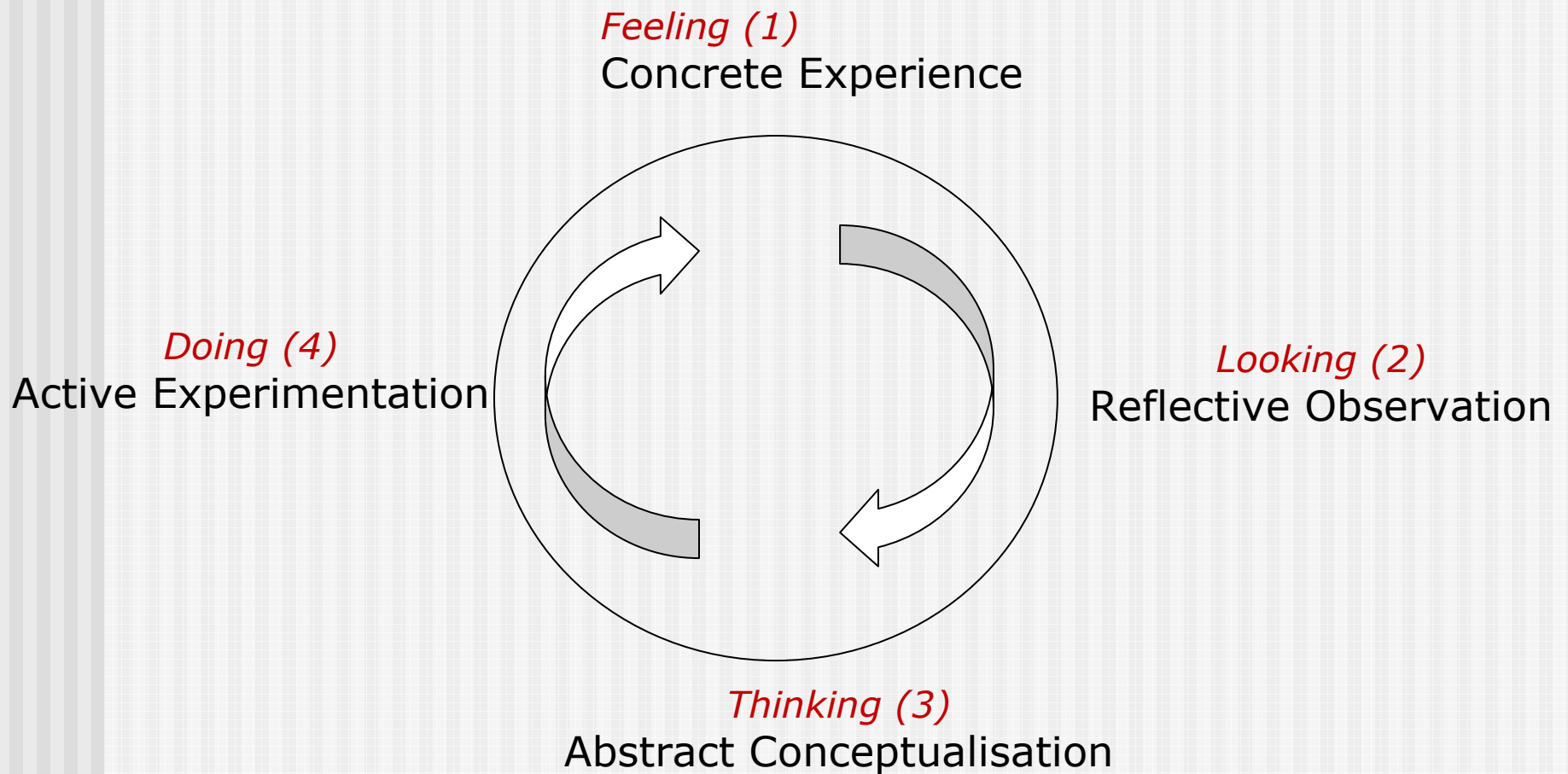
Degryse 2008, White 2001

Constructivistic view



Creating a « learning community »

Learning from experience



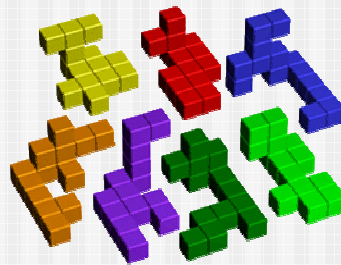
Learning styles

- Imagination
- recognizes problems
- uses different perspectives

Diverger

- inductive reasoning, planning concept oriented, ideas should be precise

Assimilator



Converger

- seeking new experiences,
- undertaking actions
- good in changing circumstances

Accommodator

- from concept to experiment
- problem solving,
- practical application of ideas

Collecting and structuring new experiences

Some instruments to attain that goal.

- *Continuous registrations*: 30 consultations noted with Subjective Objective Evaluation Plan (SOEP)
 - Significant event analysis
 - Fishbone diagram
 - Listing Patient Unmet Needs (PUN) & educational needs for doctor (DEN)

Consultation		PUN	DEN	Action
Man, 34y, skinrash, no itching, 3d's after starting aoxiclav for otitis media by ananother doctor	Assured patient that it is nothing to worry about	Was he quite enough assured ?	1.What is the correct treatment for otitis ? 2.How does a drug rash looks like ?	Literature
Woman 62y INR (PTT) control	Discussed resluts R/ coumarine		How lung does one has to take coumarines after arterial occlusion arm ?	

The different roles of the trainer

- Mentor
 - *Values and beliefs*
- Sponsor
 - *Identity*
- Awaker
 - *Significance/purpose*
- Teacher
 - *Capacities and abilities*
- Coach
 - *Behavior*
- Guide
 - *Environment*

Educational interaction with the trainee.

1. Drawing up and following up the learning agenda (once a month)
2. Leading an advisory conversation
3. Having an exchange of information about practice visits (every day)
4. Having a case-related discussion (once a week)
5. Having a feedback conversation
6. Having an intermediate evaluation conversation (every six months)

Coaching the self-directed learning

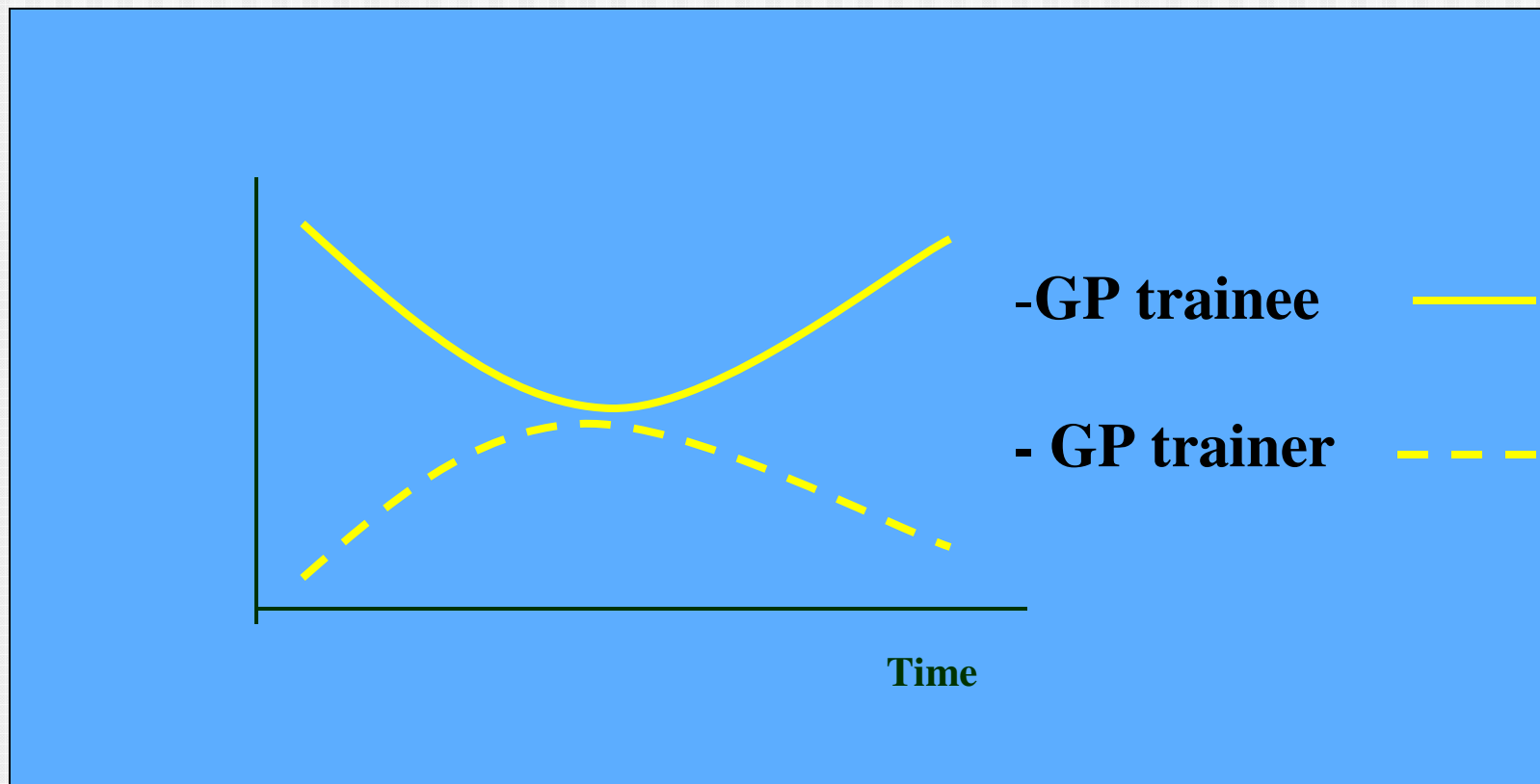
- John Pitts (1996)

**bottleneck in the one-to-one
learning practice**

the trainer talks too much

***learning = active participation
= time for conversation***

Good learning conversation Pitts J. (1996)



The skilled trainer : S S S

- Has knowledge of the educational theories and methods
- Is student centered

Expressed in communication that is:

- **Systematic** = arranges interventions in a specific order
- **Student centered** = more questions, less statements
- **Stimulating** = challenges trainees to undertake learning activities

**I cannot teach anybody
anything,
I can only make them think.**

Socrates (470-399 B.C.)