

Applying Adult Learning to Clinical Teaching

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**Boston
Children's
Hospital**

Until every child is well™

Medical Education

Learning Objectives

By the end of this session, participants will be able to:

1. Identify 5 core adult learning principles
2. Rate learner-centeredness levels of their teaching
3. Determine strategies for applying adult learning principles to clinical teaching situations



Think-Pair-Share

- Take a minute to think about **one** of your teachers who has had a positive influence on your learning as an adult (from high school on).
- Turn to your neighbor and describe what your teacher did that had such a positive influence on your learning.





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HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

Adult Learning Principles

1. Adults are motivated to put time/energy into learning something new if they understand the benefit of learning new material.
2. Adults bring a lifetime of past experiences to every learning encounter.
3. Adults need to apply new knowledge/skills soon after being introduced to material, especially to solve problems.



Adult Learning Principles

4. Adults seek feedback on their learning to help identify gaps in their knowledge and skills and to set goals on how to improve.
5. Adults learn best when they have a say in what and how they will learn and are offered experiences that address their own interest and needs.



The Learner Drives the Teaching Process

Learner-centered teaching refers to a wide variety of educational programs, experiences, and strategies that address the distinct needs, interests, aspirations, and cultural backgrounds of individual learners and groups of learners.

Outcomes:

- Improved academic performance
- Better learner satisfaction
- Growth and development of learners



Learner Centeredness Scale

1. How often can the following statements describe your behavior?

a. I ask learners what they would like to get out of our interactions.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

b. I change a learning plan based on a learner's needs.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

c. I work with my learners to establish mutually agreed-upon goals, objectives, and ground rules.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

2. How often can the following statements during educational encounters describe your behavior?

a. In precepting or one-on-one teaching encounters, I assess and focus on the learner's needs rather than my own agenda.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

b. I consider the needs and interests of my intended audience before preparing a lecture or presentation.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

c. I make an effort to organize lectures and presentations in a way that will maintain interest.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always



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Adult Learning Group Activity



Jig Saw



Sign-Outs

You have been asked to teach how to do sign outs to new learners.



Procedural Skill

You have been asked to teach a procedure to your learners.



Hand Sanitizing

You have been asked to teach the importance of hand sanitizing to your learners.



Abdominal Pain

You have been asked to teach about abdominal pain to your learners.



The Agitated Patient

You have been asked to teach a session about the agitated patient.

