

The Adult Learner and Preceptor Education



MSSU / FTC Consortium
For
Respiratory Care

Objectives

- Understand that adults possess diverse learning styles.
- Understand the role of a preceptor
- Understand the thought processes that an individual relies upon when new information is presented to them

Objectives

- Become familiar with the preceptor handbook.
- Be able to refer to the preceptor handbook to review clinical objectives and clinical plans.

Educational Efficiency

- Educators, in an attempt to increase the efficiency of knowledge, recognize that people basically learn in one of four ways.
- By familiarizing ourselves with these learning styles you may better instruct the adult student in a clinical/educational setting.

How to Teach Adult Learners

- When educating adult students, acquiring knowledge is more efficient if we accommodate learning styles and instruct the student in a way that they best comprehend new information.
- The following slides will clarify and explain how we, as adults, assimilate new information and how we as individuals learn.

Adult Learners

- Adult learners prefer a “hands on” approach when learning.
- They want meaningful information with immediate or relevant application.
- Past experiences affect learning.
- Enjoy problem centered activities.

There are four basic thought processes adults use when confronted with a problem.

Reflective Thinkers

- Attempt to understand new experiences by first relating them to past experiences.
- They view new information subjectively until convincingly explained or are able to relate it to past experiences.
- As we age adults migrate towards the reflective thinker when presented with new information.

Creative Thinkers

- Creative Thinkers like new information.
- They are excellent troubleshooters and problem solvers.
- They strive to create shortcuts and improve efficiency.

Practical Thinkers

- Practical thinkers want more information in a factual, straightforward context.
- They must be able to apply new skills to their job to be satisfied.

The Conceptual Thinker

- Prefers to understand the entire process before understanding the parts of the process.
- They need to know how and why things work not just the outcome.
- Conceptualists benefit from a complete demonstration before trying to undertake and complete a task.

Self Directed Learning

What is Self Directed Learning???

It is a process where the individual takes the initiative to learn:

Ex. Going back to school to change careers

Ex. Researching a topic on the internet they do not understand

Self Directed Learning

- Researchers approximate:
 - Adults spend 500-700 hours a year involved in self directed learning.
 - Most is enjoyable and fun.

Self Directed Learning

- You, as a student's preceptor, should encourage the student to seek their own learning opportunities.

Facilitating the Adult Learner

- As a preceptor, it is important to encourage the adult student to be proactive in their clinical education.
- As a preceptor, you are a resource, a helper, and aid the learner with your own experiences, thus allowing a greater understanding of new information.

- *I Hear-----I tend to forget*
- *I Hear and See----- I usually remember*
- *I Hear, See, and Do-----I understand*

Preceptor Qualities

- Shares own experiences
- Openness
- Responsiveness
- Understanding
- Caring
- Accommodates change and new experiences

Learning Styles

- Most learners predominantly learn by one of four methods:

Visual Learner

Auditory Learner

Kinesthetic Learner

Reading/Writing Learner

People learn most efficiently using one of the above methods, though we all incorporate the others to a lesser degree when processing new information.

Visual Learners

- Process information when they see a visual demonstration.
- Teaching Strategy—demonstration of the task.

Auditory Learner

- Learn most readily when information has been verbalized.
- Teaching strategy--- verbal directions and explanations.

Kinesthetic Learner

- Process new information most efficiently when it can be touched and manipulated.
- Teaching strategy--- provide hands on learning opportunities and allow the student to manipulate the object.

Reading / Writing Learners

- Processes new information best when it is written or read.
- Teaching strategy--- allow them to write or read new material. The material in the policy and procedure manual or the inserts that accompany equipment/medication packaging are excellent aides for this learner.

Preceptor Role

- The Major Role of a Preceptor is to teach rather than “do” for the student.
- Conflict may arise if you “do for” the student rather than guide them to do for themselves.
- Compare your usual job responsibility with teaching others how to perform their job.
- Your challenge is balancing the dual role of a caregiver with being a preceptor.

Goals of a Preceptor

- Identify learning opportunities.
 - Chart review
 - Patient assessment
 - Patient diagnostics / labs / specialized tests
 - Patient therapy
 - Physician rounds

Goals of a Preceptor

- Always assess performance:

Validate good work

Suggest alternatives in weak areas

Goals of a Preceptor

- Make a feedback-friendly learning environment.

Feedback should be: immediate
clear
positive
objective

Goals of a Preceptor

- Establish a plan for success.
 - Move the student toward more challenging concepts as tolerated and continue to improve on their excellence in skills and care.
 - Make a plan to offer assistance in weaker areas by remediation, spending more time in that content area, or contact the program's Director of Clinical Education.

Stimulating Critical Thinking

- Create a climate of curiosity / questioning
- Ask open ended vs. closed ended questions
- Prepare for the unexpected----”What if.....”
- Think out loud—verbalize your thought processes

Stimulating Critical Thinking

- Compare assessment findings with reports
- Reflect on activities / findings of the day
- Challenge assumptions
- Keep professional humility—readily admit errors

Causes of Conflict

Communication failures

Individual differences

Task interdependence

Scarce resources

Poorly designed reward systems

Goal incompatibility

Conflict Resolution

- Define the problem
- Take responsibility
- Establish ground rules—honesty, everyone will be heard, all will listen, support feelings with facts.
- Ask open ended questions

Conflict Resolution

- Listen objectively
- Allow venting of emotions
- Restate problem, set goals, establish action plan
- Follow up

6 Steps for Preceptor Success

- 1. Plan ahead----tell staff the date the student is coming and outline daily plans.
- 2. On the first day---ask your student to share their goals or needs, Share your goals and expectations, too.
- 3. Introduce your student to the staff—include them in interactions with other healthcare staff, lunch, and break times.

- 4. Give specifics about what you expect
- 5. Give and get feedback often during the day
- 6. Reflect on activities during the day and on the skills completed

First Clinical Day

1. Identify the student's learning needs such as competencies to be completed or skills to be reviewed.
2. Let the student observe what you do, then guide them through the steps to accomplish the same.
3. Seek opportunities for students to perform.

4. Have brief conferences with the students to double check physician's orders, assessments, therapy or medications changes.
5. Preceptors always need to be present when student's are involved with invasive procedures like ABG's, intubation, and extubation.
6. Ask the student to reflect on the day's activities, discuss situations, ask questions and include them in receiving and giving the shift report.

Preceptor Leadership Qualities

- Practice good time management
- Coach your student toward excellence in practice
- Follow AARC Guidelines in care
- Create opportunities for learning
- Encourage professionalism
- Encourage students to have fun and enjoy their work.
- Move from a preceptor to mentor—assisting new graduates in learning.

Summary

- We all learn new ideas in a variety of ways. If we recognize these differences it will help us communicate our ideas and instruct students more effectively, offering a more successful learning experience.
- Please review the Preceptor Handbook for more details.

References

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