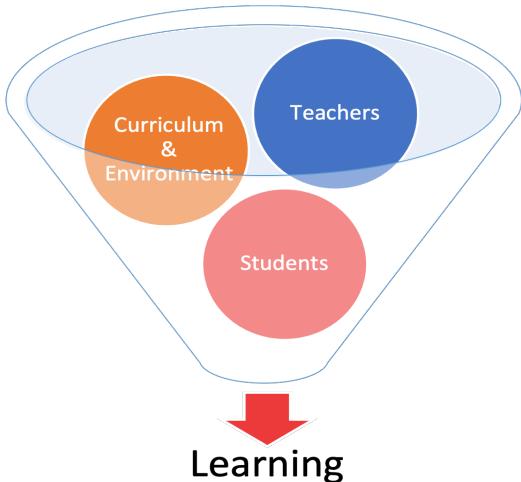


# TEACHING AND LEARNING ESSENTIALS

Prepared for the Basics Program for New Faculty

1. Comprehensive } Care
2. Continuity of } Education
3. Centred in Family Medicine



## Educational Theories

Adult Learning Theory	Adults need to be involved in the planning process Adults are most interested in learning subjects that have immediate relevance and impact Adult learning is problem-centered rather than content-oriented
Constructivism	Learners use their previous knowledge as a foundation and build on it with new things that they learn
Self-Directed Learning	Tasks are within the learners' control Learners feel empowered to take responsibility for their own learning, professional improvement and positive growth
Experiential Learning	Concrete experience leading to reflective observation followed by abstract conceptualization and active experimentation
Reflective Practice	Reflection in action: Reflecting as something is happening Reflection on action: Reflecting after something happens

## Cornerstones of CBME

- Frequent direct observation
- Feedback provision and documentation
- Frequent, low stakes assessments to inform high stakes assessments
- Coaching (providing individualized, longitudinal feedback to help a resident achieve competence)

## Characteristics of a Good Teacher

- ★ Organization/Clarity
- ★ Group instructional skill
- ★ Enthusiasm/Stimulation
- ★ Knowledge
- ★ Effective clinical supervision
- ★ Respected clinical competence
- ★ Modeling of good professional characteristics

## References:

Wealthall S, Henning M. What makes a competent clinical teacher? *Can Med Educ J*. 2012 Sep 30;3(2):e141-5  
Kaufman D M. Applying educational theory in practice *BMJ* 2003; 326 :213

