Engaging Early Learners in the Clinical Workplace

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Learner Engagement

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

~ Benjamin Franklin
Early Learners in the Workplace
Factors in Learner Engagement

Learner Agency

Workplace Affordances
Early Learners

- Agentic
  - Excited to be in clinical setting
  - Motivated to learn

- Agency

- Curriculum & workplace

*Chen et al. Medical Education [in press]*
Context Matters

- Curricular structure/ emphasis
- Workplace affordances
  - Welcoming work environment
  - Positive relationship with clinical supervisor
- Early learner sensitivity

Hartigan-Rogers et al. International Journal of Nursing Education Scholarship 2007,
Newton et al. Learning in Health and Social Care 2009,
Newton et al. Nurse Education Today 2009
Curricular Structure

- Emphasis on
  - Value of what is to be learned
  - Learning and improvement

- De-emphasis on
  - Evaluation
Workplace Affordances

- **Workplace structure & practices**
  - Access to activities
  - Organization of learning experiences

- **People in the workplace**
  - Clinical supervisor
  - Other members of the workplace
Student-Run Clinics

- **Staffed by**
  - Early learners
  - Volunteer clinical supervisors

- **Provides students authentic roles**
  - Direct patient care
  - Clinic operations

*Chen et al. Medical Education 2015*
Workplace Structure & Practices

1. Limited scope of work
   - Narrow scopes of clinical practice
   - Small range of patient problems

2. Focused student training
   - Education tailored to clinic
   - Just-in-time review/ training
   - Near peer support

3. Scaffolding tools
   - History questionnaires
   - Illness protocols, operations manuals
Clinical Supervisors

- Create affordances
- Match learning opportunities to learner ability/ readiness
  - Learner development
  - Patient safety

Chen et al. Medical Teacher 2015
Matching Activities to Learners

Complexity

Content

Expectations

scary stuff :( → definitely do-able!
Practice Community

- Belief & trust in learner ability

- Entrustable Professional Activities (EPAs)
  - Defines roles and activities
  - Delineates supervision levels
  - Emphasizes entrustability of early learners
Summary

- Learning environment is key

- Attend to workplace affordances
  - Structure
  - Clinical supervisor
  - Practice community
Questions

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Early Learner EPAs

1. **Gather information** from a medically stable patient with a common chief complaint

2. Integrate information gathered about a patient to construct a reasoned and prioritized **differential diagnosis** as well as a **preliminary plan** for common chief complaints

3. **Communicate information** relevant to a patient’s care with other members of the **health care team**

4. **Share information** about the patient’s care, including diagnosis and management plan, **with a patient** in no significant physical or emotional distress

5. **Provide** the **health care team** with **resources** to improve an individual patient’s care or collective patient care

*Chen et al. Academic Medicine 2015*