Creating An Effective Learning Environment

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• HEALTHCARE TRAINING = APPRENTICESHIP

– Requires hands-on practical training

  BUT

– Medicolegal considerations ... greater caution and limit the scope of trainee experience

– Patients know their rights... demand for qualified practitioners.
Fine Balance

• Training Needs vs. Patient Safety

• Theory not enough:
  – Big jump from theory to practice ➔ UNETHICAL.
Simulation

- Simulation can give equivalent levels of performance to hands-on training.

- Example: Usefulness of Virtual Training-
  - Conventional and virtual training produced similar levels of performance when procedure was carried out in real conditions.
  - No significant difference in simulated prostate biopsies between novices and expert Urologists. However, does not indicate improvement of skills or competence.
What Makes An Effective Learning Environment?

Should simulation be an integral part of healthcare training?
1. Safety Is ESSENTIAL

• Physical Safety
  • Patient’s welfare
  • Students’ environment
    – Protective gear
    – Hazardous material management
    – Safe infrastructure

• Emotional Safety
  Perception of Safety
2. Close Supervision

- Student teacher interaction
  - Small group discussions to clarify processes and outcome
  - Providing demonstrations
  - Constructive feedback
  - Feedback based on mistakes and not improvement reported as ineffective for learning

** No significant association between students’ perception and subsequent performance


- Effective supervision style are coaching and mentoring
- Abusive supervision is not associated with improved talent development

3. Step by Step Mastery

• Mastery of procedures requires
  1. Understand theory
  2. Observation
  3. Simulation
  4. Practice on patients

• Accountability (logbook, adverse event reporting)
  – Students/Trainees
  – Tutors
Effective Clinical Teaching Environment

1. Autonomy
2. Supervision
3. Social support / Supportive environment
4. Workload
5. Role clarity
6. Learning opportunity
7. Work diversity
8. Physical facilities

Negative Learning Environment

1. Lack of opportunity for clinical practice
2. Lack of time for supervision
3. Insufficient feedback
4. Negative attitudes of staff towards students and teaching
5. Presence of too many students at one time
6. Too few educational session
7. Poor organization

Students’ Needs
1. Meaningful Learning Experience

- Why they do the things they do
- Application in clinical practice
- Use of simulation to smooth the transition
- Involvement of clinicians for realism


2. Professional Engagement

- Healthcare training happens in Clinical Placements
- Where they develop clinical competence
- Where they develop professional identity
- Professional Work Engagement is a motivational factor

3. Mentoring

- Apprenticeship
- Learn from others with experience
- How the real world works
- Learning “tricks of the trade”
- Knowing the “Little things that matter.”

4. Supportive Environment

- Felt Acceptance from clinical staff
- Support from clinical staff
- Clinical staff’s interest and welcome of trainees
- Allows development of a sense of belonging
- Positive ward atmosphere / hospitable environment
- Learning not compromised


5. Sense of Control

- Need to know what to expect to reduce anxiety
- Orientation to the rotation - Familiarization
- Introduction to the team
- Understanding organizational flow and issues
- Understanding protocol
- Normalizing initial negative emotions like anxiety, overwhelmed, apprehension, fear

6. Respect for Differences

• Differences in learning curves and learning needs
  – Learning styles
  – Background
  – Education
  – Previous hands on training
Giving Constructive Criticism

Enhance Learning
How to...

• Build an environment of learning:
  – Allowing mistakes or ignorance,
  – Focus on improvements and solutions
    (This is where simulation is very important)

• Focus on the problem, not the person

• Allow the person to come up with their original reasoning if feasible – then offer your solution

• Reinforce the solution. Focus on understanding the process
Cont...

• Address the group as a whole – make it into a teaching moment

• If it is the individual – then address it privately. No learning occurs when it is based on shame. Fear is not a conducive environment for growth and learning

• Suspend judgment – decisions should be based on facts
Reinforcement

• To know when they are doing well
• To know what they are aspiring towards
• Cater based on personality
• Be specific in praise
• Follow up with other forms of appreciation
• Reward based on work


• Liaw, S. Y., Y. Koh, et al. (2014). "Easing student transition to graduate nurse: a SIMulated Professional Learning Environment (SIMPLE) for final year student nurses."


Thank You