

COLLABORATIVE LEARNING in the CLINICAL SETTING

Introduction

- Traditional Learning
 - 1:1 Setting—typically CI has a list of patients as does the student
 - According to Cole and Wessel success dependent on:
 - Characteristics of the CI
 - Approachable
 - Good communicator
 - Good role model
 - Knowledgeable

Introduction

- Positive Learning Experiences
 - Similarity of information from classroom to clinic
 - Presents challenges to the students
 - Links theory to clinical practice
 - Feedback on skills and interaction with patients
- Best Opportunities to Learn
 - CI/Student directly involved in patient care together
 - Offers student preparation
 - CI confirms student knowledge/skills
 - Offers challenges to student
 - Student valued through collaboration of knowledge

Introduction

- Collaborative Learning in the clinical situation
 - Definition: “Collaborative learning extends beyond putting a group of students together to learn from one fieldwork educator. Collaborative learning is a form of indirect teaching in which the educator states problems and organizes students to solve the problems in peer groups.” Cohn, Dooley, and Simmons.

Introduction

- Format dependent on:
 - 2:1, 3:1 models
 - Supervision laws as per the state and federal guidelines. Also dependent on type of practice.
 - Clinical instructors comfort zone and background
 - Support staff and support from clinical institution

Introduction

- Five Basic Conditions of Collaborative Learning Situation: (defined by Johnson and Johnson, '90)
 - Positive interdependence: students sink or swim together
 - Face to face interaction
 - Individual accountability
 - Cooperative skills
 - Group processing: CI orchestrates goals and effectiveness of the group

Introduction

- Advantages of collaborative learning
 - ACCE—easier scheduling, improved student satisfaction, learning through other students' patients
 - Students—comradship, takes the pressure off just one student, brainstorming options, expands the learning experiences, may assist with living/travel arrangements, more thorough orientation, review of affiliation, exposed to variability of approaches
 - CI—more structured orientation, brainstorming, expansion of learning, allows students to give feedback and teach

Introduction

- Disadvantages
 - ACCE—concerning with some students who do better in a 1:1 situation
 - Students—not full access to one full CI, difficult to “collaborate”, at first don't know what to expect
 - CI—necessary to have plan in place for exceptional students, physically cannot be in more than one place at once

Introduction

- **COLLABORATION**
in ACTION
- ACUTE
- OUTPATIENT
- REHAB
- MULTI SETTING