

What does this mean for me as a teacher?

What are the implications for this model of student work, effort, and resources? What does it mean for teachers that each individual experiences learning differently? How do we as teachers respond to better help people learn? Learning the fundamentals of effective teaching will help everyone: clear objectives, well organized content and delivery, opportunity and encouragement to apply what one is learning, and fair and effective assessment. Beyond that, teachers need to be good clinicians: What is the issue? What's slowing or preventing the learning? What can be done about it? And teachers need to be patient with learners who may not have all the resources or resources to the same extent as other learners and may need some additional support to be successful. In other words, you need to carefully "diagnose" your learner and create a unique, evidence-based "management plan" to support their learning.

How do you now see this situation differently?

Sara is a first year resident in family medicine. She graduated from Dalhousie with Honours & arrived in Saskatchewan with high expectations. She has just received her first Quarterly Review & has had feedback that she is not performing well.

Sara's Story

Sara graduated from a med school (Dal) that uses a problem-based learning (PBL) approach & she loved the intense thinking and questioning that took place in that environment. She prides herself in her ability to investigate thoroughly; she checks & double checks to make sure she has the correct information from the preceptor & from patients. She shows a good deal of curiosity and motivation to learn. She has enjoyed her rotation so far & felt that she was learning a great deal.

She was born and grew up in a working class neighbourhood in Montreal and is now far from family and friends. She is somewhat gregarious and has some interests outside of medicine that include yoga and weight training. She lives downtown within walking distance of RUH but is dreading winter. It did not help matters that in her second month she caught a nasty cold and missed three days of work (and a full weekend). She felt guilty that other residents had to take her patients and one call shift.

Preceptor's Story

Dr. Willis trained in Saskatchewan over 30 years ago. He expects his residents to have mastered the basic and clinical biomedical sciences when they arrive in his clinic. His feedback to Sara has been somewhat negative since she obviously lacked basic biomedical knowledge & he had to spend a lot of time answering her questions. He has serious concerns about her ability to complete training successfully.
