



LEARNER-CENTRED SELF-DIRECTED LEARNING TIPS

The clinical work pace is different than before. What learner activities can happen while the clinical instructor is busy with other work responsibilities?

Consider these ideas for learner-centred self-directed clinical learning

VIRTUAL SIMULATION (GENERIC AND PROFESSION-SPECIFIC)

Work with academic partners to problem solve how to use simulation to demonstrate competence in certain areas (site coordinators may have a list of these before start of placement)

Many simulations are available online to practice clinical skills, role-play difficult interactions and observe rare clinical situations.

INDEPENDENT PRACTICE WITH KEY COMPETENCIES

Learner and clinical instructor together generate areas that could benefit from repeated, independent practice (for example: chart reviews, presenting in family meetings) allocate time for multiple opportunities to review charts/prepare family meeting notes/write discharge summaries. Clinical instructor can provide examples of reports/templates as guidance.

DOCUMENT AND REFLECT AFTER CLINICAL ASSESSMENT AND/OR INTERVENTION

Allocate specific times each day for learner to document/reflect/generate questions – during this time, clinical instructor may see other patients or complete own work.

OBSERVE CLINICIAN IN OTHER AREA OF PRACTICE

Learners to identify particular areas of interest; match learners with various clinical instructors who are not supervising learners for ½ day experiences (may also include supervisory roles, educators, etc)

INDEPENDENT READING

Prior to placements, send survey to learners asking what areas they want to learn more about. Ask individual clinical instructors to share 1 article in specialty area and curate a resource folder with a variety of materials – also consider adding webinars and/or podcasts

Collaborate with the health sciences libraries/information specialists.

Ask the learner to read an article or research a subject and write a short summary. This activity can be adjusted for beginning to advanced learners.

REFLECTIVE JOURNALLING

Give the learner time to reflect on and write about their performance and learning, in order to develop the critical thinking skills necessary for independent practice.

PEER LEARNING OPPORTUNITIES

Pairs of learners can practice with each other (assessment feedback, rounds presentation, chart reviews, family meeting sharing)

OBSERVE OTHER TEAM MEMBERS

Set up virtual meetings for the learner to meet other members of the team.

CLINICAL RESEARCH OR PROJECT

Prepare a case-based presentation: The learner can prepare and present a patient case to peers using evidence to answer a specific clinical question.

STRUCTURED INTERPROFESSIONAL EDUCATION CLINICAL EXPERIENCES (SIPES)

SIPES are an opportunity for the learner to participate in an activity where they can learn from, with and about learners from other professions. Check out www.hpworkshop.com for the upcoming schedule of SIPES.

PARTICIPATE IN EDUCATIONAL SESSIONS

Explore relevant journal clubs for your profession and encourage learners to participate. Learners may also attend virtual meetings and conferences as determined by learner and clinical instructor.

UHN's Integrated Learner Services provides lunch and learn workshops for all learners at UHN.

CREATE A PERSONAL WELLNESS PLAN

Encourage learners to draft a wellness plan, using resources from UHN Wellness, to address strategies for coping with physical and mental health issues and added stress due to Covid-19. This plan may or may not be shared with the clinical educator. This plan may also be relevant for trial with specific patients.