

## Teaching for diversity in learners

Group brainstorming to address the challenges faced by PLS Coordinators and Instructors – summary below:

### Supporting your faculty:

**Drivers for Attendees:** Reminder emails with read/receipt/high importance flags, highlighting time for e-learning and key contact for local course site versus central (APLS Head Office) issues.

**Adapting to learner styles/experience levels:** Adapt the scenarios to fit area of practice asking what would you do in your area? what cognitive aids do you have available? etc. Use teamwork approach encouraging communication support for less experienced learners with senior clinician expertise and prompting when needed.

**Strategies to support faculty when learners have not completed pre-learning:** Importance of faculty meeting pre-course to identify learners early in the day, discuss results of pre-course learning, extra learning time which may be needed at lunch, assign mentors, explore welfare and support available post course back in learners work area.

### Emotions and Support:

**Honest Feedback:** Pre-brief including teaching and meeting standards and rationale. “You will need to have demonstrated ... by end of course/day”. Discuss environment and expectations, use open conversations encouraging feedback. Ensure objectives are clear and transparent.

**Support candidates:** Allocate roles based on scope of practice – if hesitant learner starts them as an observer, roles should be proficiency based. Write up scenario summary details on whiteboard, celebrate success and build on it. Scenario should reflect realism of learners’ environment and use appropriate cognitive aids.

**Supporting Emotional responses:** Acknowledge triggers in intro, offer opportunity to take a break if needed – send a check in person. Debrief and provide appropriate mentor when able to build relationships and trust.

### Logistic Challenges

#### Pre-Course:

- Aim for a faculty meeting at start of day and a lunchtime huddle
- Email communication with faculty allocating scenarios based on specialty sending scenarios prior to day, asking for availability/need to leave early etc
- Book room early even 1 year in advance, re-check all equipment, use a spreadsheet for organization and administration

**Running the Course:**

- Ideally have an allocated time person – allow flexibility for timing being able to shift time when needed i.e. take 5 min off lunch, be transparent with 10/5-minute warnings – set timers
- If limited faculty, no timekeeper faculty to set timers together. Explain limitations at faculty meeting, stress remain on task, allocate faculty appropriately (don't put chatty faculty members together!). Merge groups or smaller groups, director to be proactive in assisting struggling learners. Determine an estimate competence via pre-assessment and solidify on course
- Advertising – need for PLS/APLS to update the brochure on site.