Learning Conversations

Instructor's premise:

- Candidates have insight and knowledge (clinical experiences, reading, lectures, observing other members of the group) and want to perform well.
- Our observations lead to assumptions that may/may not be helpful.
- We can only know the 'gaps' in candidates' knowledge when we inquire
- Candidates learn over time; during and immediately after teaching, on reflection when watching others in the group, at the end of the day and later.

Open the conversation: - learn what is going on for them	Key to this is also non verbal communication; ie non judgemental tone of voice, minimal use of intense eye contact and body language that is open to the group and not only directed at the individual	**Let's talk…** **How did that go for you?** or **Did that go as you wanted it to?**.....may lead to one word rating - OK/Terrible/Not sure/Well .....so prepare to continue exploration using their assessment. **What aspects of your performance give you that impression?** **You appeared (use adjective to describe behaviour) to me., I'd like to know what you were thinking/feeling.**
Explore the issues:	• Facilitate the candidate to appropriately explore and discuss their performance • Use specific examples from candidate's performance, stating what you witnessed and your assumptions/thoughts • Use group for effective exploration of learning points • Highlight the key treatment points where possible	**When the child (state clinical condition - eg started fitting/stopped moaning/pushed the mask away, etc), what information were you looking for/thinking about to help you understand what might be going on?** **I noticed you didn't follow the algorithm and I wondered what was influencing your decision making. You gave a smaller volume of fluid than in the protocols. What was your thinking there? What clinical responses where you looking for?** **What strategies did you use when … (eg heart rate dropped, you noticed that the cap refill time was 4 seconds, etc)?** When candidate performs well, use the opportunity to learn and reaffirm positive strategies and/or learn from their previous clinical experience. **What ideas or suggestions has anyone else got for how to deal with that?** **You appeared thoughtful. Your voice is very quiet. (Other members of the team asked you to repeat your instructions). I am concerned that mistakes could occur. What strategies can you use in the clinical setting?** **Any thoughts from the group about managing that scenario? –** if questions about management arise from group members, allow candidate to respond.
Summarise :	Reaffirm key learning points from scenario and discussion that will transfer into clinical practice	*Abridged scenario and demonstration of a learning conversation can be viewed:* http://youtu.be/EtqU9W7MLBA http://youtu.be/LJSMGWzFLnw