

A Learning Triad

1. The learner
2. The instructor
3. The clinical community



Mentorship as a model

- Mentor: men·tor [mén tàwr]
-
- **experienced adviser and supporter:** somebody, usually older and more experienced, who advises and guides a younger, less experienced person
- **trainer:** a senior or experienced person in a company or organization who gives guidance and training to a junior colleague

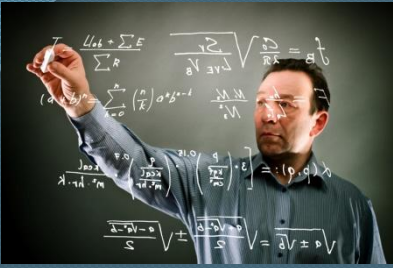


Mentorship as a model

- Mentor: men·tor [mén tàwr]
- **be mentor to somebody:** to act as a mentor to somebody, especially a junior colleague
- **Synonyms:** counselor, guide, tutor, teacher, guru, supporter, adviser
- [See full definition](#) ·
- *Encarta World English Dictionary*



Mentors through life...



- Think about mentors that you have had in your lifetime.
- What was your relationship like with these individuals?
- How long did these relationships last?



Mentors through life...

- ◉ Did you have a mentor during your first clinical? If yes, Was it your CI?
- ◉ How would you describe your relationship with your CI?
 - Was he or she your: role model, guide, coach, supervisor, counselor, friend, or advisor?



Mentors ...

- Serve a purpose by providing the mentee with:
 1. Support
 - a. For career goals
 - b. For psychosocial functions or a sense of competence in a professional role or being a role model
 2. Challenge
 - By providing different activities, that's how we learn!
 3. Vision
 - By embodying the role of a professional!



Mentor versus Clinical Instructor

- Is there a difference?
 - You are assigned to a CI
 - Are mentors assigned?
- Your CI assesses your performance.
 - Does your mentor do the same thing or is it different?

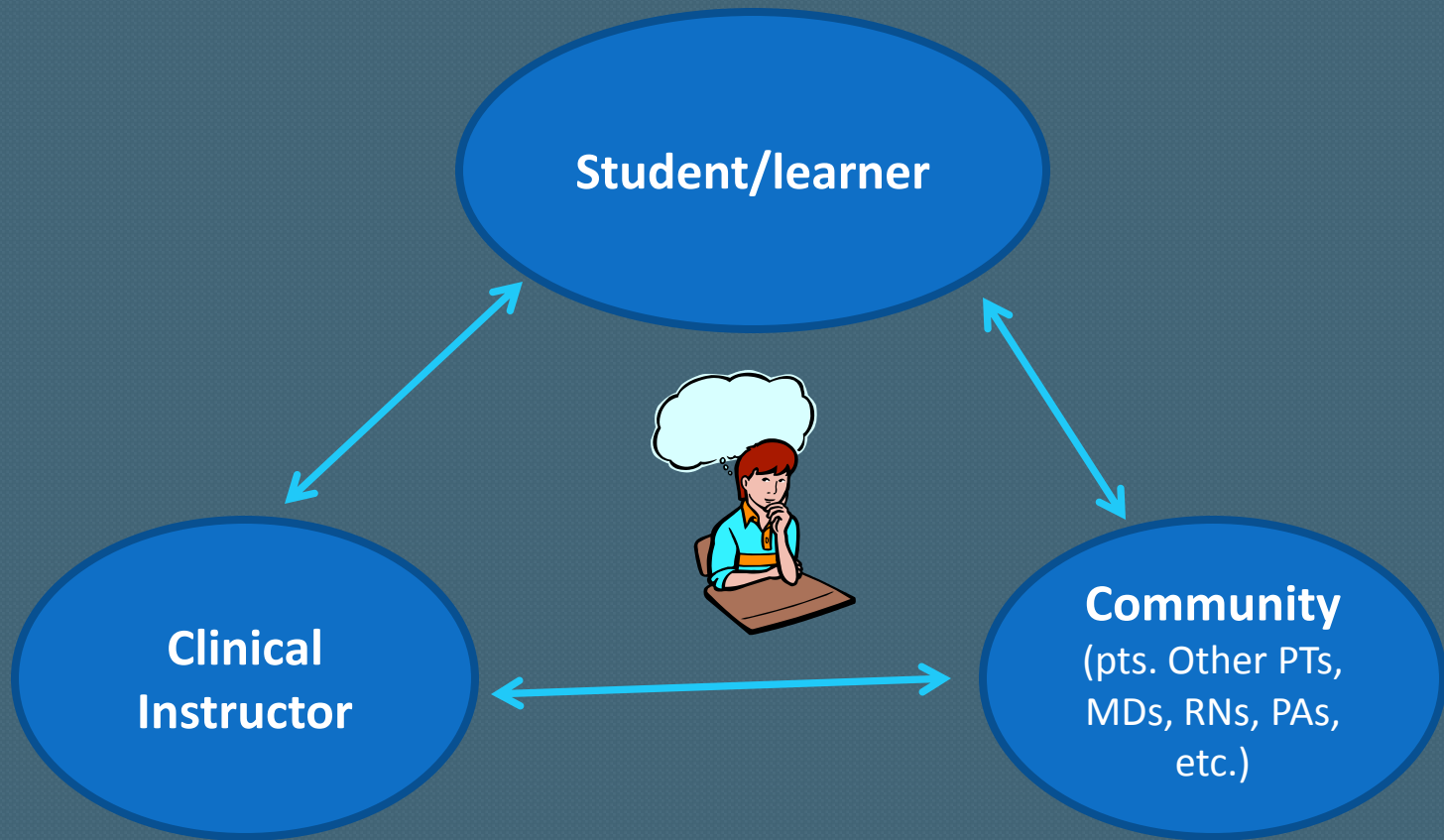


Beyond the CI...

- Who else in the clinical setting did you have the opportunity to interact with?



The Learning Triad



Potential Barriers to Learning

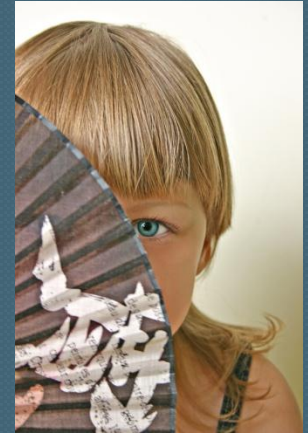
● The learner's:

1. Perception of a hostile, unreceptive or threatening environment
2. Lack of confidence
3. Fear of being wrong
4. Shyness
5. Language limitations
6. Cultural differences
7. Personal Assumptions
8. Negative Past experiences
9. Expectations
10. Inadequate preparation
11. Lack of time



Potential Barriers to Learning

- The learner's:
 12. Lack of confidence
 13. Excessive confidence
 14. Defensiveness
 15. Inability to accept constructive criticism
 16. Lack of respect



Potential Barriers to Learning

- Clinician Characteristics:

- A. Inconsistency
- B. Overly demanding and uncaring nature
- C. Disrespect
- D. Intimidation
- E. Unreceptiveness or unresponsiveness
- F. Power differential
- G. Limited knowledge base
- H. Limited supervisory skills



Potential Barriers to Learning

- Thinking about all that has been mentioned, what strategies could you use to address each of the barriers mentioned so that they could potentially be overcome?



Supports for learning

Effective Clinical Instructors have good:

1. Communication skills-

- Share information
- Provide feedback
- Actively listen and encourage dialogue

2. Interpersonal skills-

- Create a comfortable environment
- Are empathetic and supportive of learners



Supports for learning

○ Effective Clinical Instructors have good:

3. Professional Skills

- Competent practitioners

4. Teaching Skills

- Provide opportunities for learner growth and independence as appropriate while also providing constructive feedback and criticism



Supports for learning

- From the environment & clinical community:
 - When the staff is welcoming
 - When the clinical community is open to having learners
 - When the facility is receptive to learners and their questions
 - When the facility and other staff members have been oriented to the fact that learners will be working with patients and “have knowledge”



Supports for learning

- Resulting from learner characteristics:

1. Adaptability
2. Self-directedness
3. Motivation
4. Receptiveness
5. Responsiveness
6. Caring
7. Empathy
8. Respect
9. Confidence



Supports for learning

- How many of the learner characteristics do you think that your classmates would say that you exemplify?

- What could you do to exemplify more of them?

1. Adaptability
2. Self-directedness
3. Motivation
4. Receptiveness
5. Responsiveness
6. Caring
7. Empathy
8. Respect
9. Confidence

Supports for learning



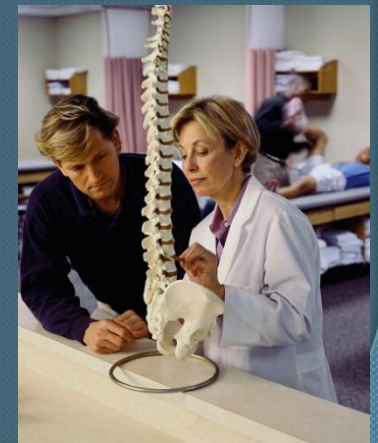
	How would you demonstrate that you possess this to a CI?
Adaptability	
Self-directedness	
Motivation	
Receptiveness	
Responsiveness	
Caring	
Empathy	
Respect	
Confidence	



Supports for learning

- Resulting from learners, CIs and Pts
 - A. Familiarity with the pt. population
 - B. Familiarity with the setting
 - C. Familiarity with the individuals within that setting
 - D. Having knowledgeable supervisors and patients

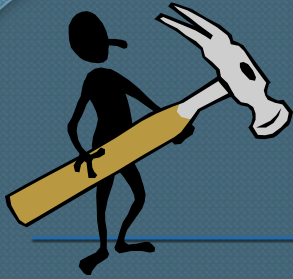
Plack 2011 p. 189





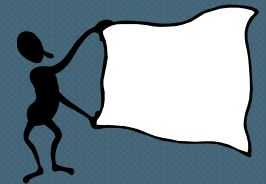
Supports for learning

- Based upon what has now been mentioned, think back to your first clinical, what supports were there that you could have taken more advantage of?
- Are there some that you didn't previously acknowledge or think of that way? If so what were they?



Challenge and Support

- If as a learner you are:
 - Highly challenged and highly supported, you will learn and grow
 - Highly challenged and minimally supported, you will retreat
 - Minimally challenged and highly supported, your knowledge will simply be confirmed
 - Minimally challenged and unsupported, your knowledge will remain static



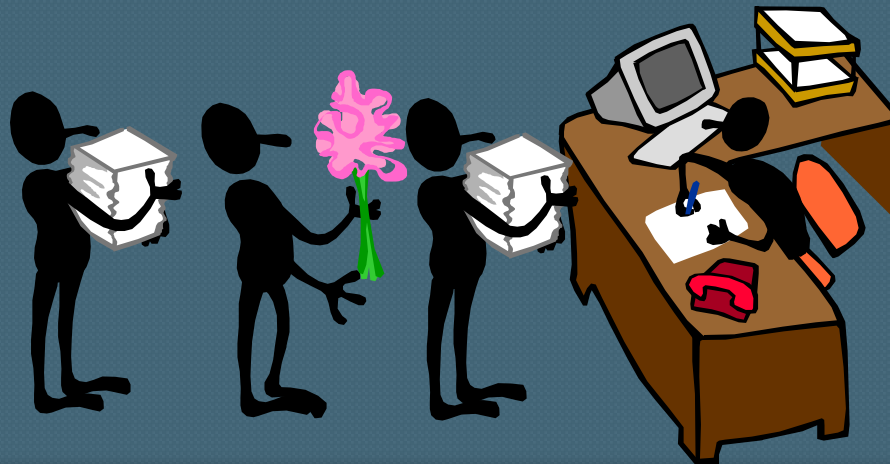
What about your learning?

- ◉ Where do you place yourself on that continuum?
- ◉ Why?



Now What?

- Why bother with discussing this type of content area?





What's the point?

How can this help you in your future as a learner and a PTA in the clinic?

