

Collaborative Learning Model

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Shannon M. Stillwell, PT, DPT, GCS

Beth Israel Lahey Health



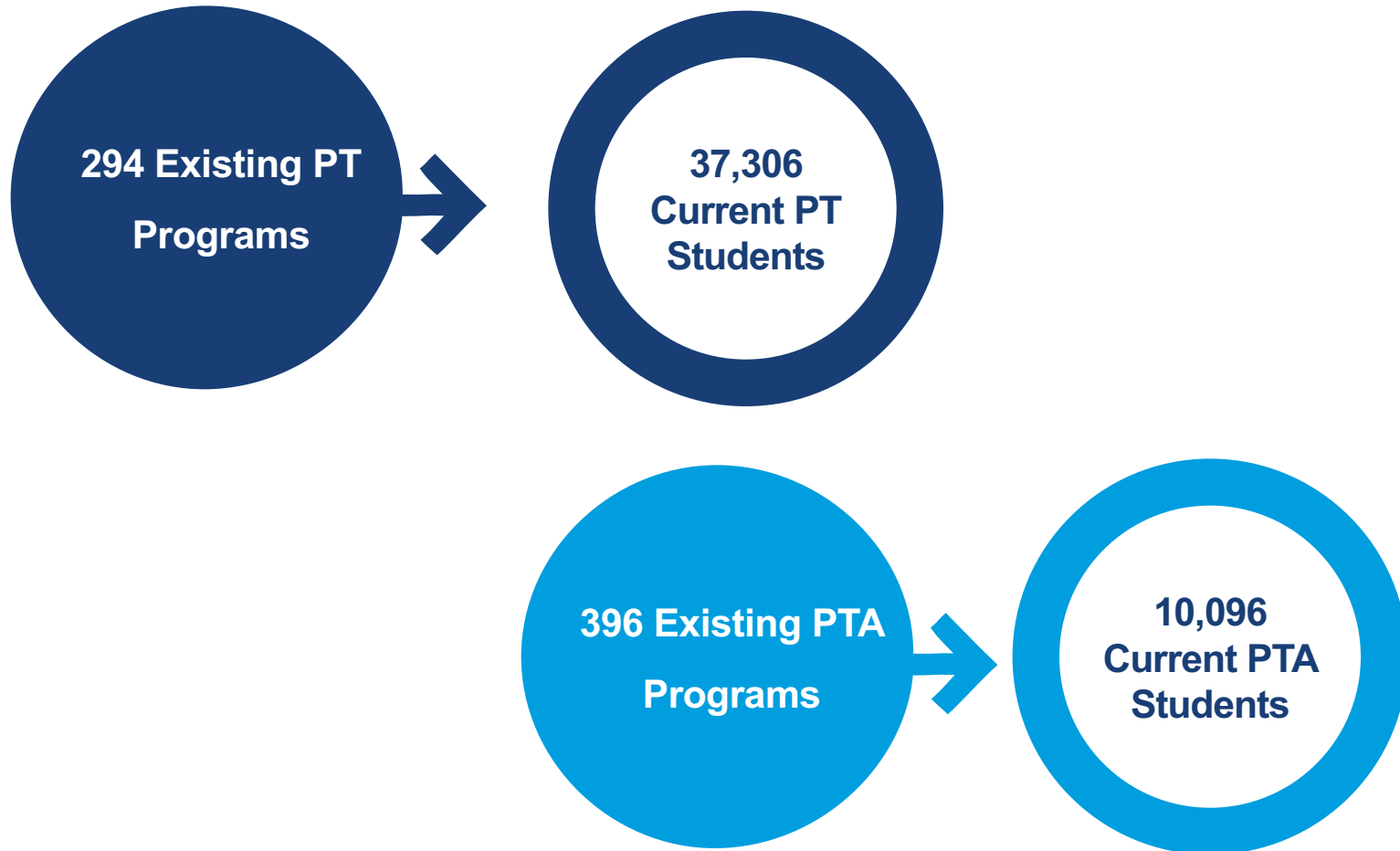
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Objectives

- **Discuss challenges facing clinical education in it's current state**
- **Define the Collaborative Learning Model**
- **Review perceived barriers to implementing a collaborative learning process in the clinic**
- **Review relevant literature in support of peer learning and clinical collaboration**
- **Discuss academic and clinical preparation necessary to create a successful collaborative experience**
- **Highlight a clinical curriculum which may contribute to student success**

CAPTE Data

2022



Perceived Challenges in Clinical Education

- Sustainability
- Barriers identified by clinical sites
- Quality of clinical education
- Academic-Clinical Partnership dynamics
- Lack of literature identifying best model

Collaborative Learning Model

Can this model help address clinical education challenges?

Collaborative Learning

- **Learning that takes place in a situation in which two or more people work together in order to learn something (Tolsgaard, 2015)**
- **Five Elements (Hanson, 2015)**
 - **Positive Interdependence**
 - **Individual and Group Accountability**
 - **Positive Group Interaction**
 - **Interpersonal and Teamwork Skills**
 - **Group Processing**
- **Promotes peer learning**

Peer Learning in the Clinical Environment

- **Increases efficiency**
- **Promotes teamwork**
- **Normalizes curiosity**
- **Promotes reciprocal learning**
- **Develops self-reflection and feedback skill sets**
- **Promotes development of the “soft skills”**

Collaborative learning at BIDMC

- Full time students:
 - 2 students to 1 clinical instructor

- Part Time students
 - 2 or 3 students to 1 clinical instructor

- Dedicated SCCE
 - Student program
 - Staff education and mentorship

Why are we not modeling this collaboration during clinical experiences?

Views of the Collaborative Learning Model

Students

↓ individualized feedback

↓ hands on time

↓ supervision

↑ competition with peer

Clinical Instructors

↑ work

↑ challenging to manage

↓ productivity

↑ paperwork

Myers, 2019

What does the literature *actually* tell us?

Productivity...INCREASES!

- **Ladyschesky, 1993: 106% direct patient care productivity**
- **Pabian, 2017: over 125% of productivity standard met**

Peer Learning/Collaboration...EFFECTIVE!

- **Tolsgaard, 2015: working in pairs may produce learning gains equivalent to those achieved working alone**
 - **Psychomotor Skills**
 - **Clinical Reasoning Skills**
- **Increased self-efficacy, confidence and performance**

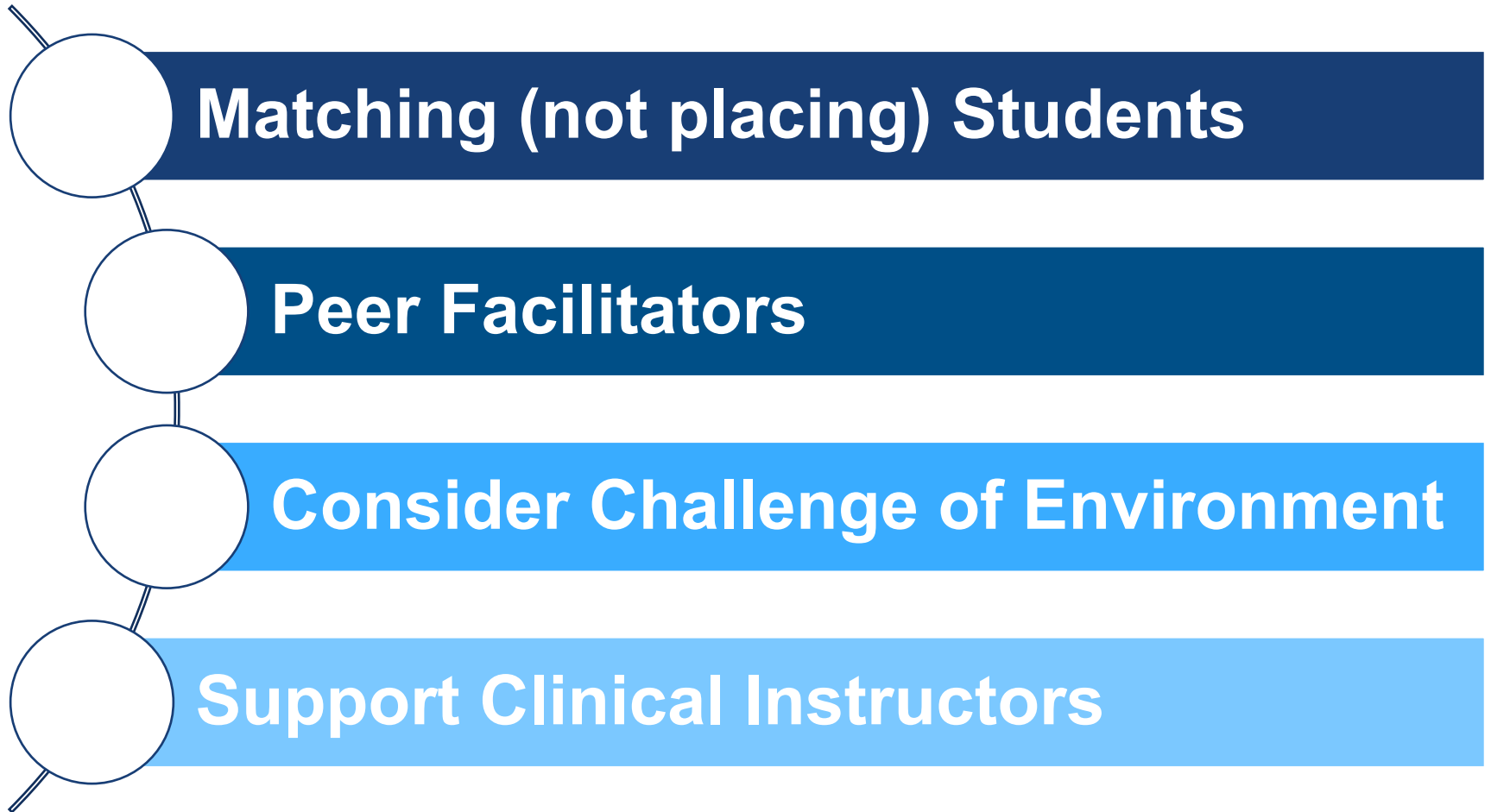
Extrinsic Input...REQUIRED!

Supportive Environment...REQUIRED!

So How Do We, as SCCEs, Implement This Model Successfully?

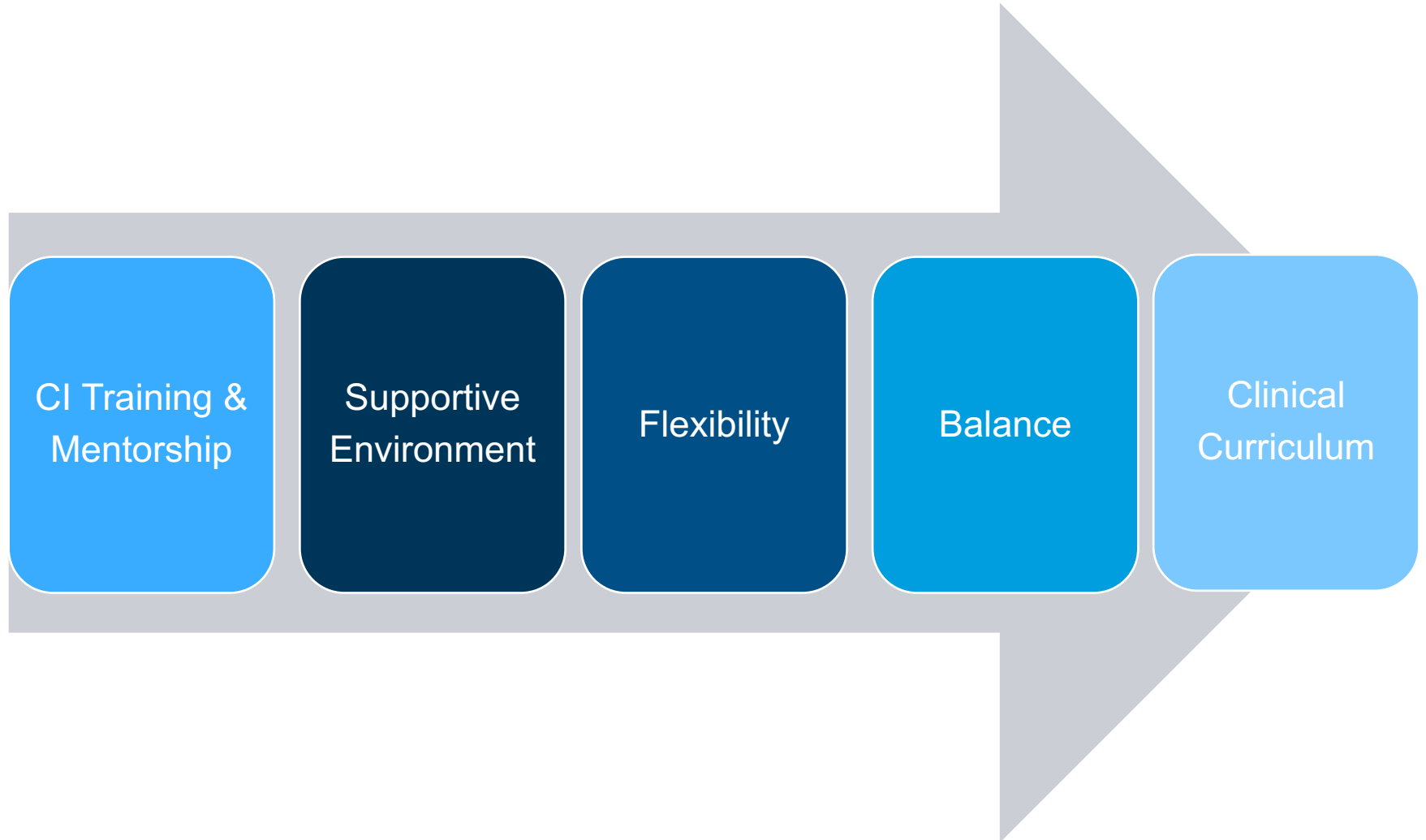
Academic vs. Clinical Requirements

Academic Institution



Myers, 2019

Clinical Site: How do we implement this at BIDMC?





CI Training & Mentorship



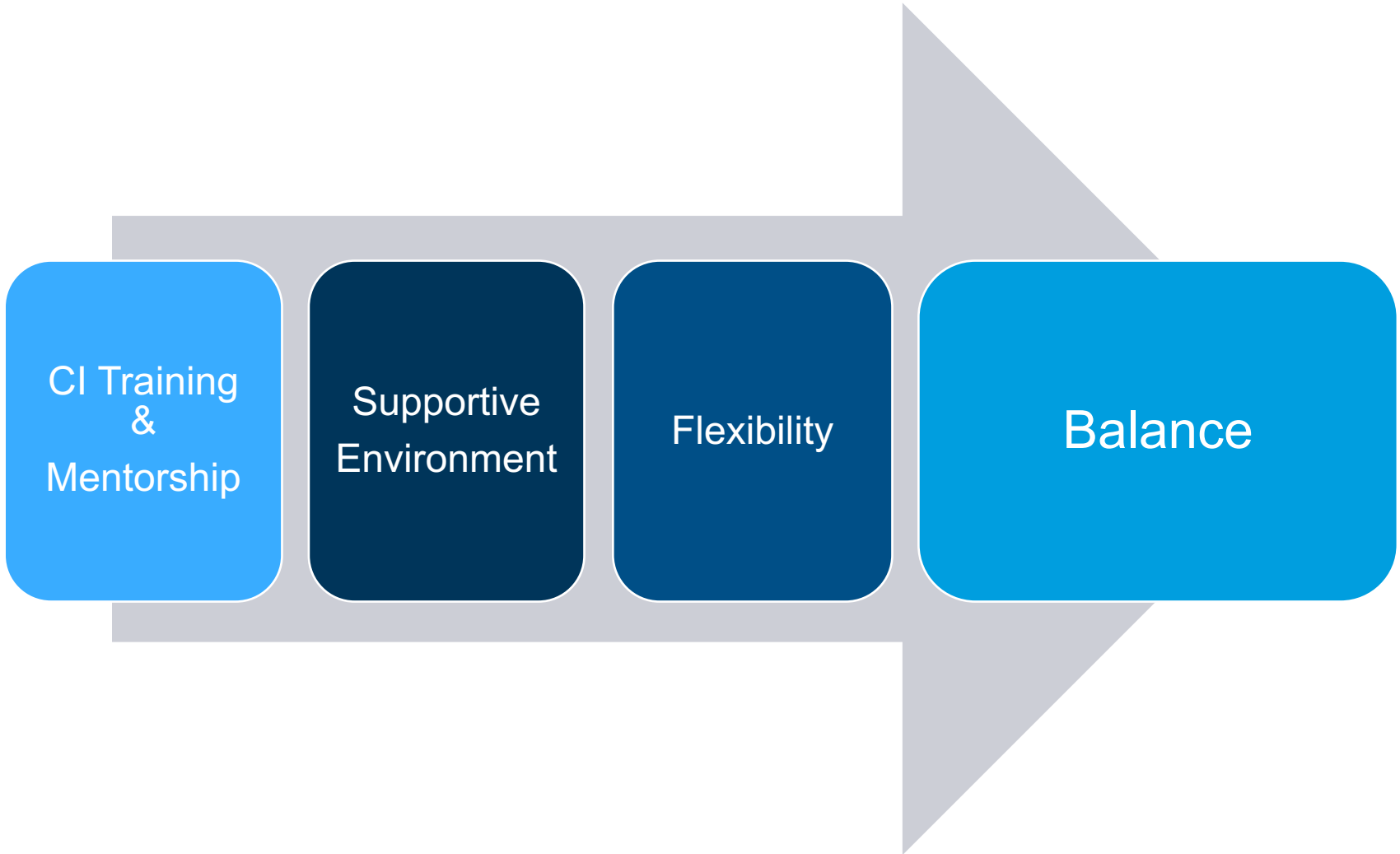
CI Training
&
Mentorship

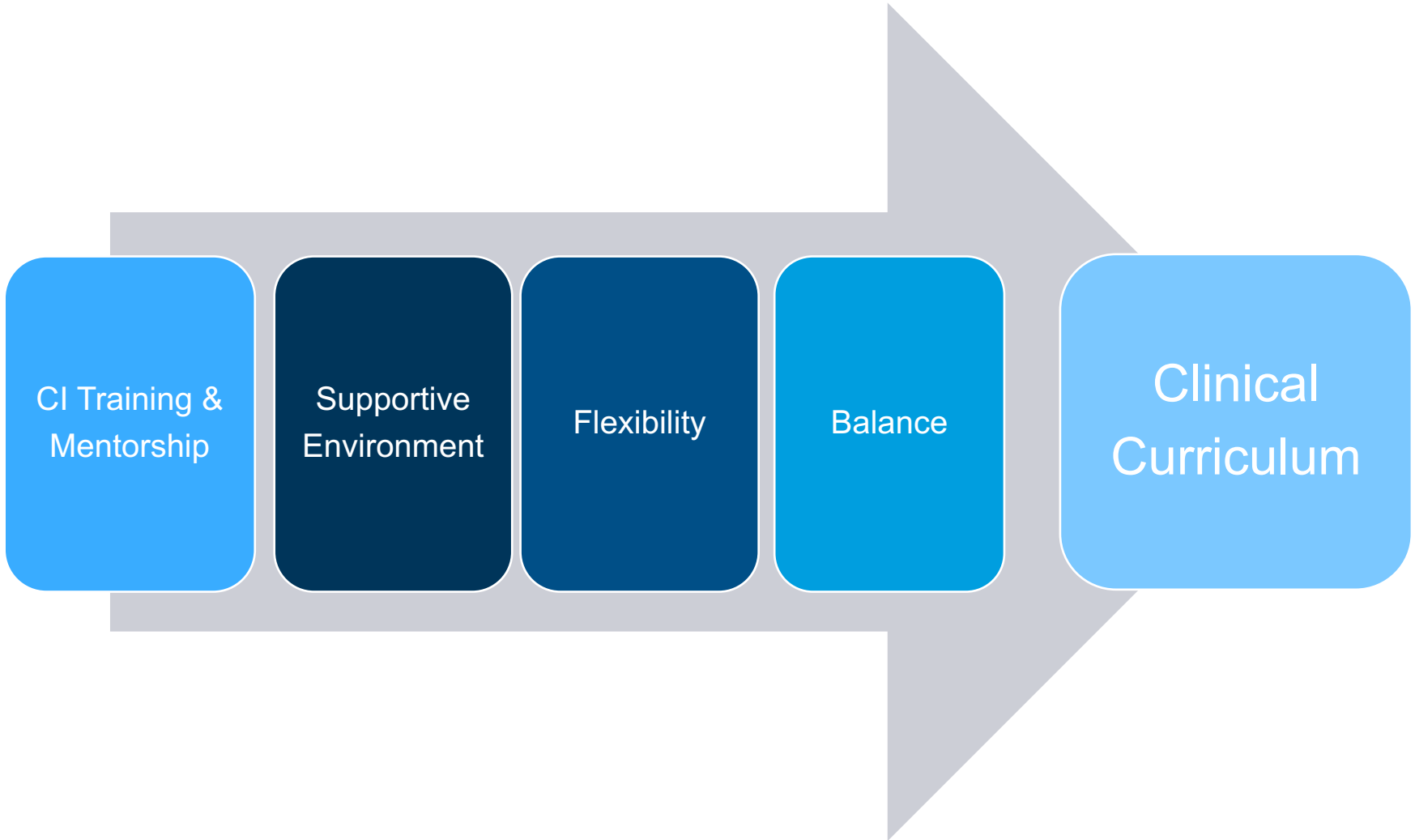
Supportive
Environment

CI Training &
Mentorship

Supportive
Environment

Flexibility





BIDMC's Clinical Curriculum

Standardized Processes



Clinical Site Goals



Curriculum Development



Hands on Skill Training and
Student Scaffolding

Summary

- We will continue to face many challenges in clinical education
- Implementing a collaborative learning model may help to address some of these challenges
- In order to have a successful learning environment, particularly a collaborative one, dedication from your department and colleagues is essential
- Some form of training and support is necessary to help the clinical instructor further develop their skills as a facilitator and an educator
- A clinical curriculum further supports both students and clinical instructors as they engage in a collaborative learning model

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QUESTIONS?

Beth Israel Lahey Health 
Beth Israel Deaconess Medical Center