

Intern Centered Approach

I have developed a strategy over time to take an intern centered approach to my clinical guidance for interns in their clinical year at CMCC. This takes into account a complex multitude of variables that alter what will work best for an intern. The variables to consider when developing a plan and strategy for their learning experience include their own personal learning style, their experience that they enter with and the goals they need to achieve in their clinical year. Beyond the numerical goals set by the standards the interns need to work on their competencies. They need to learn how to reflect on their progress and put strategies in place to improve on these. This works best if their situation is reevaluated regularly with the opportunity to reset goals and celebrate their successes.

To become a successful chiropractor we know interns must develop excellent communication skills. This will be developed not only through their clinical experiences but also through consistent teaching and communicating within the group. This includes case presentations, presenting learning objectives and a full one hour rounds presentations to the group.

Other variables include items such as which term are they in their clinical year, how far along in that particular term and what are their strengths and weaknesses. These too help to shape what learning is required and where the most assistance may be necessary. The interesting point to realize is that both strengths and weaknesses need to be further developed but by recognizing this we can accept that our strategies and patience required are likely different.

The most important point to recognize is, what are the interns' goals, what strategies do they think will work best for them, how are the strategies working so far, do we need to recommend another path or keep working in the agreed direction. Ultimately we are there to guide the student only for a short period of time in their learning process which makes it even more critical that they learn to think for themselves and make decisions on their own. At first this will be difficult and naturally naturally require more help and input but along the way the student should quickly feel more confident leading discussions providing their thoughts on patient care.

As health practitioners we have come to understand the benefits and realities of patient centered care. Increasingly more emphasis is placed on the characteristics and motivations of the patients. It is only natural that teaching is evolving to consider the learner as paramount to the equation.