The Art of Client Teaching

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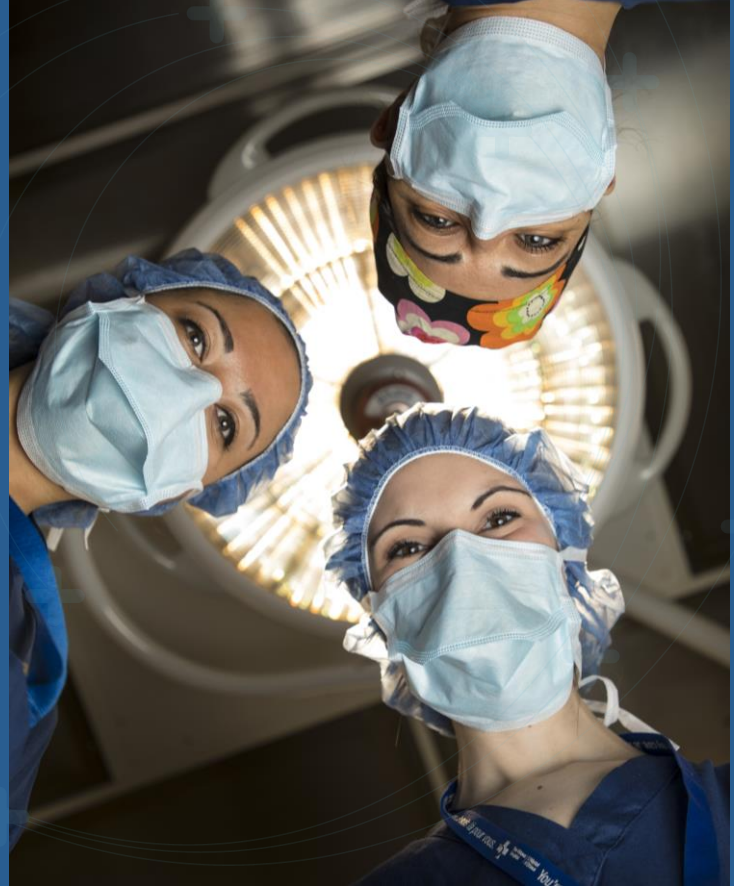

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Brief bio

- Occupational therapist, The Ottawa Hospital
- 30+ years working in acute mental health
- Author: Coping Strategies to Promote Mental Health
- Co-author: Coping Strategies to Promote Occupational Engagement and Recovery
- Diploma in Adult Education (STFX, 2016)
- Member of CAOT Suicide Prevention Network

Presenter disclosure

Presenter: Theresa Straathof

Relationships with commercial interests:

- **Author of manual: Coping Strategies to Promote Mental Health (Straathof, 2022)**
- **Co-author of manual: Coping Strategies to Promote Occupational Engagement and Recovery (McNamara & Straathof, 2017)**
- **Royalties received from sales of these manuals**

MITIGATING POTENTIAL BIAS

- Material used throughout the presentation is from Straathof (2022) and McNamara & Straathof (2017)

Introduction

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Learning objectives

1. Describe the stages of Kolb's Adult Learning Model (ALM) (2014)
2. Construct a learning session using Kolb's ALM
3. Adapt ALM delivery method for aphasia

Describe the 4 Stages of Kolb's Adult Learning Model (ALM), 2014

Learning objective template (STFX, 2016)

- Condition:
  - What learning activities/processes/resources are needed?
- Performance statement:
  - What must the learner do specifically?
- Standards:
  - How well must the learner do it? How good is good enough?
- Evaluators:
  - Who will decide whether the standards have been met?

Kolb's Adult Learning Model, 2014

1. Concrete Learning (Experience)
   - Doing/having an experience - captures attention, generates information
2. Reflective Observation (Reflection)
   - Reflect on the experience, recall/react/recognition
3. Abstract Conceptualization (Generalization)
   - Analyze information, make connections, draw conclusions, consider implications, find significance
4. Active Experimentation (Application)
   - Test conclusions, try out what was learned, plan to use concepts in personal life

1. Concrete learning (Experience)

- The learner engages in an experience that captures the learner’s attention and generates information
- The experience creates a learning opportunity that learners can connect with (new information or similar information under new circumstance)

Example activities that provide an experience

- The learner will:
  - Do a task
  - Read information
  - Watch a demonstration
  - Play a game
  - Listen to a story, etc.

2. Reflective observation (Reflection)

- The learner reflects on what they observed by:
  - **Recalling** information from the experience
  - **Recognizing** information from the experience
  - Expressing their **reaction** to the experience
- The learner makes links to existing knowledge

Examples of reflection questions

- Ask the learner questions such as:
  - What part of this information is familiar to you?
  - How would you describe this in your own words?
  - What stood out for you?
  - How does this information make you feel?
  - What is the correct sequence of the information provided?

Examples of reflection activities

- Provide the learner with activities such as:
  - Sorting, mixing/matching, filling in the blanks
  - Explaining the experience to a partner
  - Drawing/choosing a picture to summarize responses to the experience

3. Abstract conceptualization (Generalization)

- The learner will:
  - Analyze information, make connections, draw conclusions, consider implications, find significance
  - Generate new or modified ideas
  - Consider benefits, challenges, solutions

Examples of generalization questions

- Sample questions to ask the learner:
  - What conclusions can we draw from that? Why?
  - What are the pros and cons of this option/approach? Why?
  - What barriers can you anticipate and what solutions could you suggest? Why?

(Adding the question “why” encourages deeper thinking)

Examples of generalization activities

- Provide the learner with activities such as:
  - Choosing pictures to indicate how information might help or options for sharing information
  - Describing the effect a given change would have if implemented
  - Comparing new learning with current practice and debating the merits of its use

4. Active experimentation (Application)

- The learner will:
  - Test conclusions, try out new learning or plan to use concepts in personal life
  - Practice new technique or part of technique
  - Consolidate information

Examples of application questions

- Ask the learner questions such as:
  - How can you apply this learning?
  - What is one thing you will do differently now?
  - What is your next step from here?
  - What support or resources do you need to implement this?

Examples of application activities

- Provide the learner with opportunity to:
  - Role play
  - Complete a skills trial
  - Write out a plan to use the information

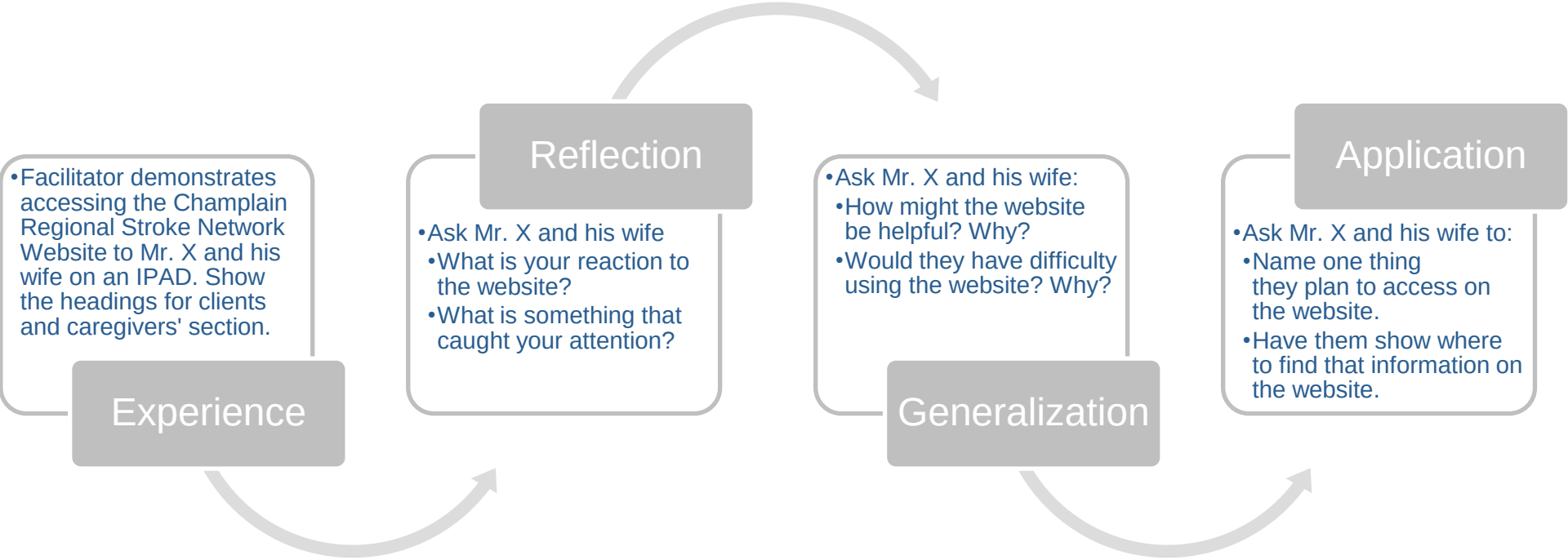
Case scenario: Mr. X

- Mr. X is a 72-year-old male who has a right middle cerebral artery (MCA) stroke. He and his wife would like to learn how to access information on stroke and peer support resources.

Learning objective: Peer support resources

- **Condition**: Given review of Champlain Regional Stroke Network website, practice, discussion and feedback
- **Performance statement**: The learner will commit to attend a peer support activity
- **Standard**: To the extent that one appointment is booked, and method of access is identified
- **Evaluator(s)**: As evaluated by client/facilitator/carer

Kolb's ALM: Peer support resources



Evaluation: Peer support services

- Mr. X commits to using his personal IPAD to register for and attend a peer support virtual session next week

Kolb’s ALM (2014): Reflection exercise

- Which is the correct sequence of the 4 stages of Kolb's ALM?

  A. Explanation, recall, generalization, acceptance

  B. Excitement, application, reflection, goals,

  C. Experience, reflection, generalization, application

Risks to completing only partial steps of Kolb's ALM - 1/3

- *Experience and reflection only*
- Example: Tell them about the website then ask if they have any questions
- Risk→ Does not demonstrate the learner's ability to apply knowledge

Risks to completing only partial steps of Kolb's ALM - 2/3

- *Experience and application only*
- Example: Show website then practice accessing website
- Risk→ Demonstrates the learner's ability to imitate only

Risks to completing only partial steps of Kolb's ALM - 3/3

- *Experience and generalization only*
- Example: Show website and discuss pros and cons of using it
- Risk→ Facilitates discussion but the learner does not demonstrate the ability to apply knowledge

Why is Kolb's ALM effective in stroke care?

- Kolb's model fits with findings that education for clients with cognitive impairment should be evidence-based, goal-oriented, individually tailored, collaborative, facilitate shared decision-making, active participation and can be presented in different formats (written, oral, pictorial) (D'Cruz, 2021; STFX, 2016)

- These characteristics for learning are also supported by the Canadian Stroke Best Practice Guidelines (2019)

- Literature reviews indicate Kolb's experiential problem-based learning is an effective method for increasing knowledge of health management, empowering clients and changing behaviours. Most studies to date have been conducted in areas of chronic physical disease and disease prevention (McNamara & Straathof, 2017).

Application question

- What is one thing you will add to your teaching method based on Kolb’s ALM?

Describe Kolb's ALM stages

- Experience: Something happens, taps into the senses
- Reflection: Recall, react, recognize what happened
- Generalization: Draw conclusions, answer the "why"
- Application: Plan to use the information or try out what was learned

Learning objective 1: Met

- ✓ Describe the stages of Kolb's Adult Learning Model (ALM) (2014)

Let’s put it together

1. Think of teaching Mr. X strategies for medication adherence
2. Describe how you could apply the 4 stages in Kolb's ALM:
   - Experience
   - Reflection
   - Generalization
   - Application
3. Volunteer to share their example

Constructing a learning session

Constructing a learning session (STFX, 2016)

Step 1: Identify goal (learning need/gap)

Step 2: Define the learning objective

Step 3: Organize handouts and materials

Step 4: Consider relevance to the learner's real-life situation

Step 5: Clarify the agenda, time frames, learning objective

Step 6: Develop the learning cycle (Kolb's ALM)

Step 7: Determine evaluation of the learning objective

1: Identify goals based on learning need or gap

- Possible learning need categories for stroke care:
  - Managing ADL routine, IADLs
  - Communication
  - Safety (mobility, transfers, meds, etc.)
  - Support (personal, peer, professional)

2. Define the learning objective

- Learning objectives define observable behaviour (knowledge, skill, affect) (Anderson, et al., 2000)

- **Domains of learning according to Bloom's Taxonomy:**
  - **K**nowledge (Cognitive domain) – mental skills and the acquisition of knowledge
    - *Client will **list** two resources on stroke website*
  - **S**kill (Psychomotor domain) – use of motor skills
    - *Client will **demonstrate** a safe transfer*
  - **A**ttitudes (Affective domain) – Involves emotions, attitudes, values, and feelings
    - *Client will **commit** to attending a communications workshop*

Quiz

- Read the following examples and identify which domain of learning is most appropriate

Quiz

Question #1: The caregiver will **perform** passive range of motion exercises for left upper extremity of client _____

Question #2: The staff will **name** two strategies to use with people with aphasia _____

Question #3: The client will **choose** a professional or peer support to follow with on discharge _____

Learning objective: Med adherence

- Condition: Given review of handouts, discussion and feedback,
- Performance: Mr. X will commit to medication adherence,
- Standard: To the extent that 3 strategies are named, and a plan is made to implement a strategy today,
- Evaluator(s): As evaluated by client, facilitator and carer

3. Organize handouts/materials

- Organize material needs in advance including
  - Supplies to be used by the facilitator
  - Handouts and other materials that will be used by the learner

4. Consider relevance/context

- Adult learners are interested in learning that has immediate personal relevance and impact (Knowles, 1989)
- Example of relevance for learning medication adherence strategies:
  - *An important part of recovery is taking medication as prescribed. There can be many barriers in doing so. Risks of not taking medications as prescribed may include further illness, injury or hospitalization*

5. Clarify the agenda

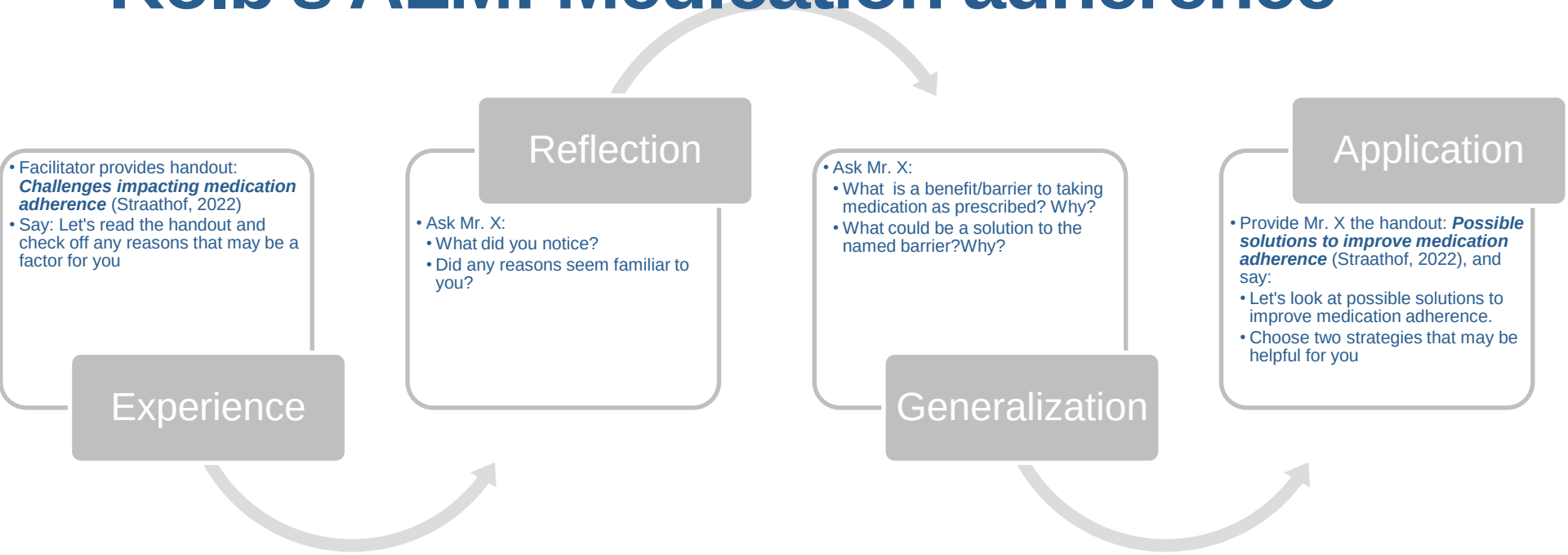
- Clarify the agenda, time frame, and learning objective
- As partners in learning, adults like to know:
  - What is going to happen during the session
  - How long the session will be
  - How their learning will be evaluated

(Knowles, 1989)

6. Develop Kolb's Learning cycle (ALM)

- This is where the actual learning will take place and supports adult learning principles
- Adults are: Responsible/self-directed for learning, Come with experience, Prefer problem based/task-oriented activity and are Motivated by personal growth (Knowles, 1980)

Kolb's ALM: Medication adherence



7. Determine evaluation of the learning objective

- Plan time and opportunity for learner to complete the action named in the learning objective within the session **(not homework)**, and name who will evaluate if the learning is met
- If learning level evaluation is met, there is greater chance for transfer level of learning to personal environments
- (Kirkpatrick, 2006)

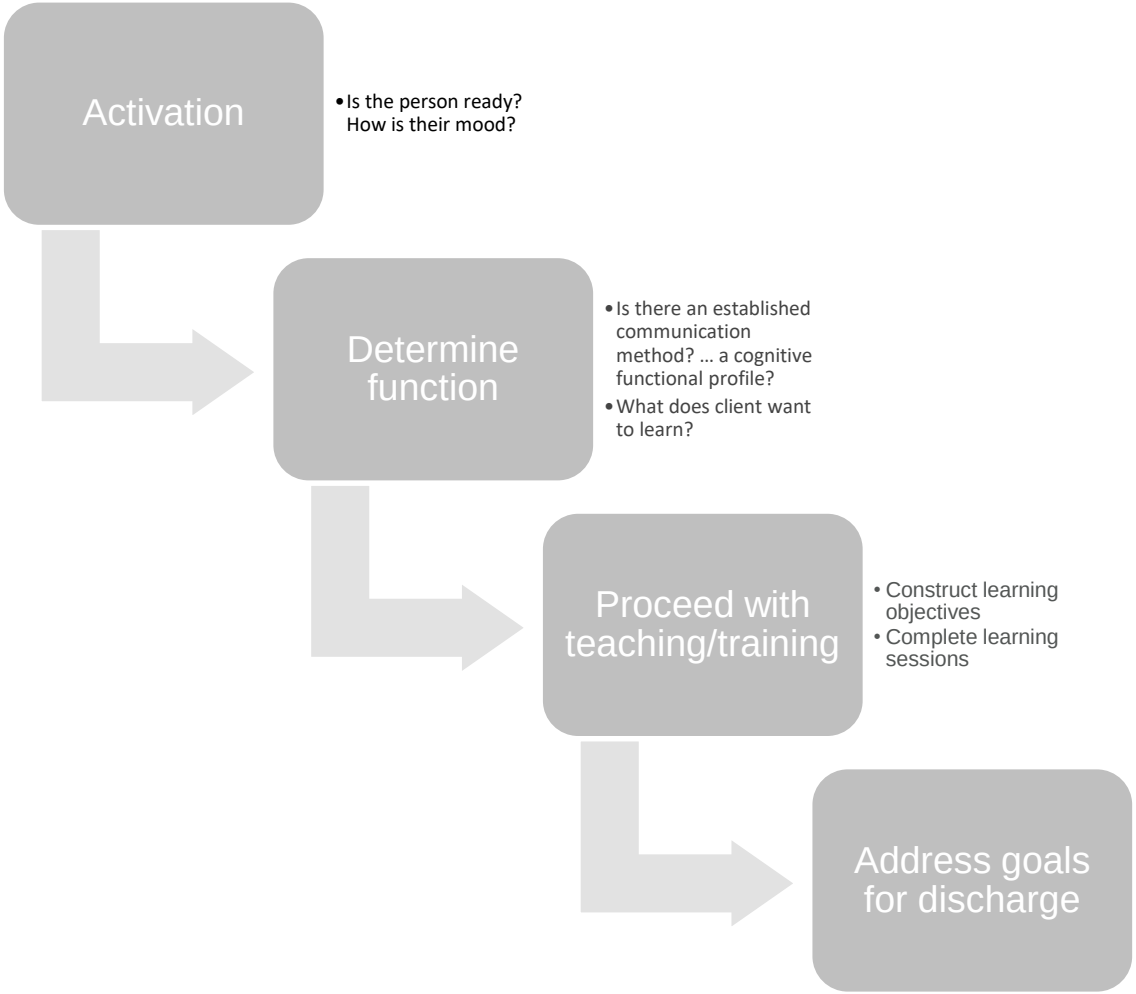
Evaluation: Medication adherence

- Mr. X commits to:
  - Using a blister pack
  - Placing an alarm on phone (completes in session)
  - Arranging for pharmacy to deliver medication

Learning objective 2: Met

- ✓ Construct a learning session using Kolb's ALM

Learning readiness



Constructing a learning session: Left neglect

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Constructing a learning session for Mr. X

- Mr. X is a 72 y/o male with a right MCA stroke and presents with left neglect. His goal is to avoid bumping into walls and items when walking
- Staff observe he is also missing food on his tray, and he is frustrated that reading is now very challenging for him

1: Identify goal based on learning need

- For Mr. X, the goal is to improve safety when mobilizing and promote independence in ADLs through teaching strategies for left neglect

2: Define the learning objective:

- *Condition*: Given demonstration, paper/pencil activities, discussion, practice, and feedback
- *Performance*: Mr. X will demonstrate scanning to the left
- *Standard*: Such that the lighthouse method (LM) is used when walking in the length of the hallway, and two ideas are named to remind use of technique
- *Evaluators*: Client, carer and staff

3: Organize handouts/materials

- Post pictures of different objects from right to left field of vision
- Prepare pre/post score sheet
- Review lighthouse method (consider a video link?)
- Paper/pencil cancellation exercise

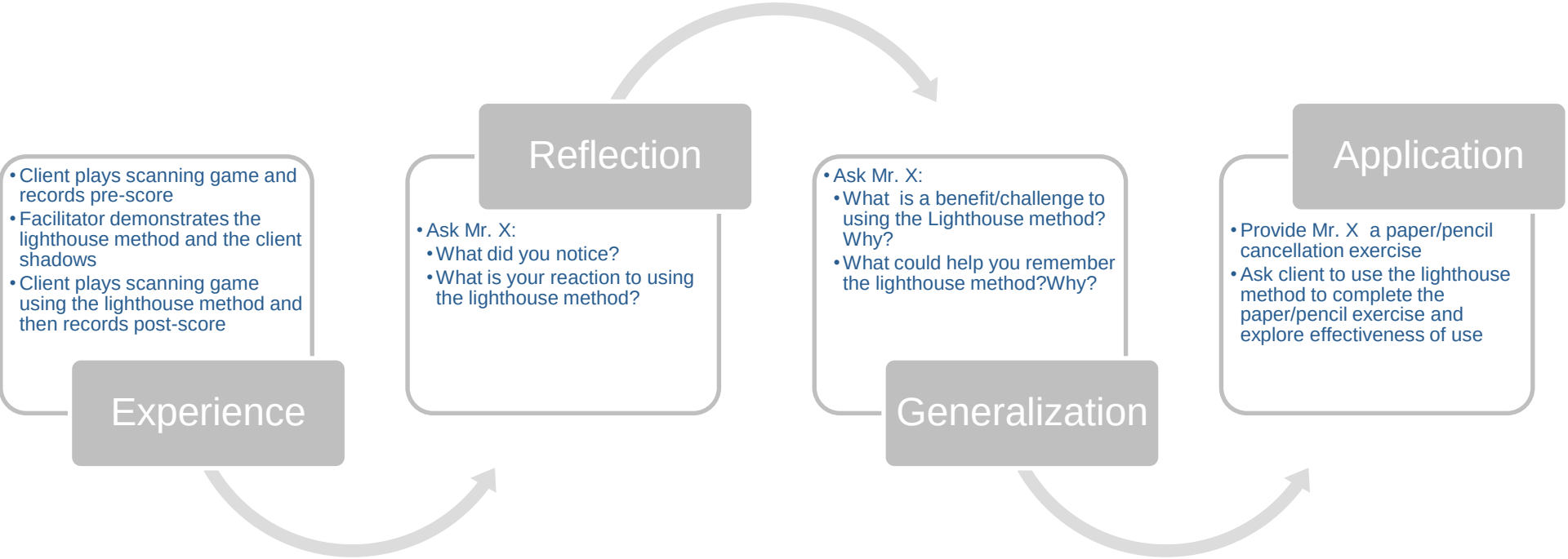
4: Consider relevance

- Say: Left neglect makes it hard to notice and react to what is on the left side of your body. The lighthouse method can help persons with left neglect scan from left to right to improve safety and reduce frustration. This technique could help you when walking the hallway or when reading.

5: Clarify agenda

- Today, you will:
  - Learn and practice the lighthouse method for scanning through a simple game
  - Practice scanning on a paper activity
  - Use the scanning method by walking in the hallway and evaluate if it increases safety

6. Kolb's ALM: Lighthouse method



7: Determine evaluation of the learning objective

Outcome:

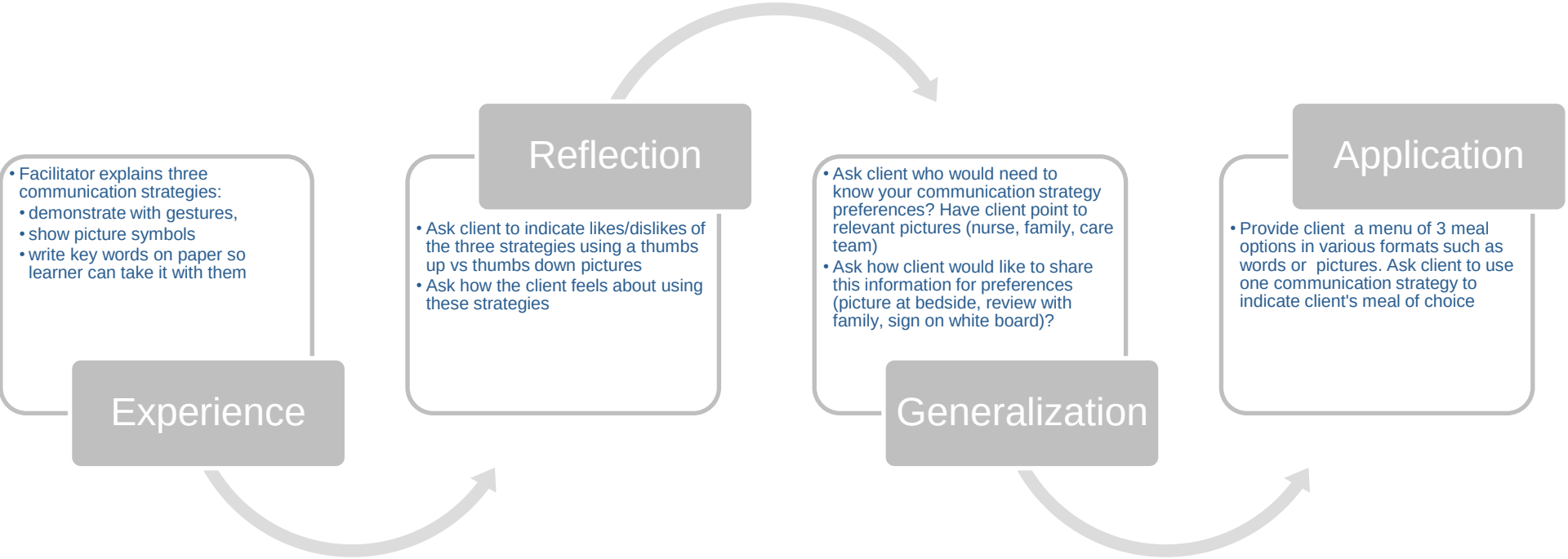
- ✓ Mr. X demonstrates scanning left when walking length of hallway and names two ideas to remind use of lighthouse technique
- ✓Evaluated by Mr. X, therapist and carer

Adapt Kolb’s ALM for aphasia

Context/relevance & agenda: Communication

- Say: Knowing strategies to communicate when you have expressive aphasia can reduce frustration
- I will show three options to improve communication
- You will use one communication strategy to choose preferred foods for your meals

Kolb's ALM: Communicating meal preferences



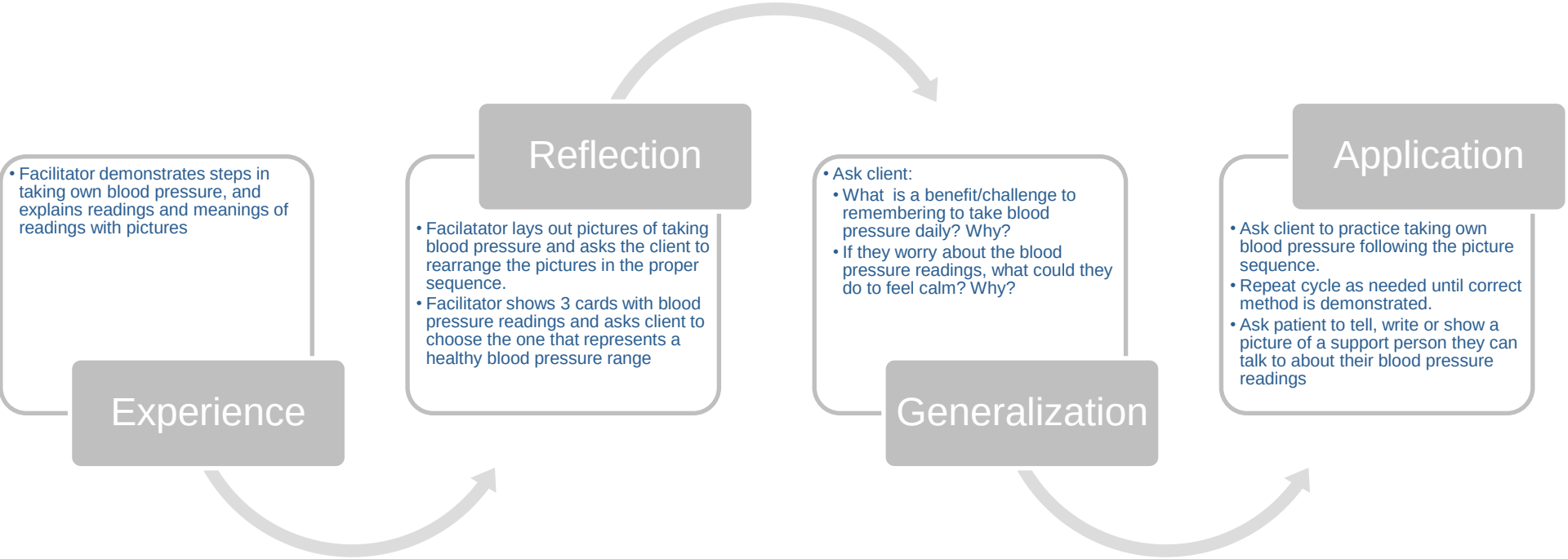
Evaluation: Communicating meal preferences

- Client uses preferred communication method to indicate 5 foods of choice for meals/snacks

Context & agenda: Blood pressure check

- Say: Checking your blood pressure every day can reduce your risk of having another stroke
- I am going to show you how to take your blood pressure. Then you will show me the steps by putting pictures of taking blood pressure in the right order
- You will take your blood pressure with the cuff
- Then tell or show me a strategy to remember taking your blood pressure everyday

Kolb's ALM: Blood pressure check



Evaluation: Blood pressure check

- Client makes a commitment to take blood pressure daily by indicating when they will do it in their daily schedule and a strategy to remind them of the steps.

Learning objective 3: Met

- ✓ Adapt ALM delivery method for aphasia

Questions/discussion

- Name one thing you liked about Kolb's ALM?
- What might help you to construct learning sessions including use of Kolb's ALM in your daily practice? Why?
- What is your next step to implement this learning today?

Learning objectives revisited

- ✓Describe the stages Kolb's Adult Learning Model (ALM) (2014)
- ✓Construct a learning session with the ALM
- ✓Adapt ALM delivery method for aphasia

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Questions or comments

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