

Guide for Instruction by Preceptors

This document contains three RLS tools that provide preceptors with an overall strategy for practice-based teaching and an accompanying set of practice-based teaching techniques.

- The Learning Pyramid

The Learning Pyramid summarizes preceptor roles as residents progress through the three stages of learning to solve patient-care problems – a carefully scheduled transition from the role of direct instruction to modeling to coaching to facilitation.

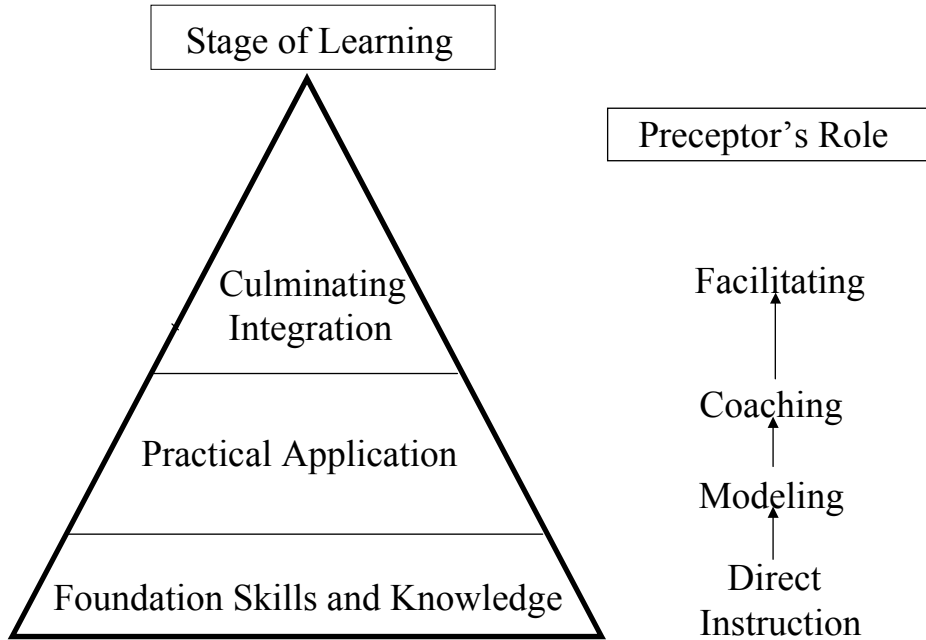
- Guide to Selecting Techniques for Instruction for Cognitive Learning

The guide to help preceptors select an appropriate instructional method that matches with both the Learning Pyramid's framework and the level of learning specified in the objective to be taught. The table associates the preceptor's role as specified in the Learning Pyramid with specific practice-based teaching techniques for clinical problem solving.

- Practice-based Teaching Techniques Associated with Preceptor Roles and Theories of Cognitive Problem Solving

This table gives more detailed guidance for practice-based teaching, listing specific techniques for use in each of the four preceptor roles identified in the Learning Pyramid.

The Learning Pyramid (Source: Nimmo CM. *Developing training materials and programs: facilitating learning in staff development*. In: Nimmo CM, Guerrero R, Greene SA, Taylor JT, eds. *Staff development for pharmacy practice*. Bethesda, MD: ASHP; 2000.)



Guide to Selecting Techniques for Instruction for Cognitive Learning (Source: Nimmo CM. *Developing training materials and programs: facilitating learning in staff development*. In: Nimmo CM, Guerrero R, Greene SA, Taylor JT, eds. *Staff development for pharmacy practice*. Bethesda, MD: ASHP; 2000.)

STAGES OF LEARNING IN THE FRAMEWORK OF INSTRUCTIONAL STRATEGIES	BLOOM'S LEVELS OF COGNITIVE LEARNING	APPROPRIATE INSTRUCTIONAL METHODS
Foundation Knowledge and Skills	Knowledge	Reading Lecture
	Comprehension	Guided discussion Interactive lecture
Practical Application	Application	Case presentation Case-based teaching Simulation/Role play Practice-based teaching
	Analysis	
	Synthesis	
Culminating Integration	Evaluation	

Practice-Based Teaching Techniques Associated with Preceptor Roles and Theories of Cognitive Problem Solving (Source: Nimmo CM. *Developing training and programs:*

facilitating learning in staff development. In: Nimmo CM, Guerrero R, Greene SA, Taylor JT, eds. Staff development for pharmacy practice. Bethesda, MD: ASHP; 2000. Text modified with permission of the author.)

PRECEPTOR ROLE	TECHNIQUE	ASSOCIATED COGNITIVE APPROACH
Direct Instruction	Direct learners to content specific to their practice problems.	Organize content in the mind for quick recall.
	Teach how a new piece of content relates to other pieces.	Organize content in the mind for quick recall.
	Introduce new content in the context of solving a direct patient care practice problem.	Organize content in the mind for quick recall.
Modeling	Teach strategies to help clarify problems.	Define and classify problems.
	Teach the patterns that characterize different categories of direct patient care practice problems.	Define and classify problems.
	Explain out loud what you are thinking as you solve a problem.	Master problem-solving strategies.
Coaching	Give learners opportunities to practice solving direct patient care practice problems coupled with feedback on their use of strategies.	Master problem-solving strategies.
	Provide sufficient problem-solving practice to build speed.	Master problem-solving strategies.
	Ask learners to explain out loud what they are thinking as they solve a problem.	Self-monitor quality of problem solving.
Facilitating	Teach learners to evaluate their own work.	Self-monitor quality of problem solving.