

The Future of Clinical Training: Integrating Lessons from the Past to Inform Our Future



2019 ANNUAL CONFERENCE
APRIL 10-13
WEST SAN DIEGO GALLERIA QUARTER
SAN DIEGO, CALIFORNIA
CAPCSD.ORG

**POWER OF THE PAST
FORCE OF THE FUTURE**

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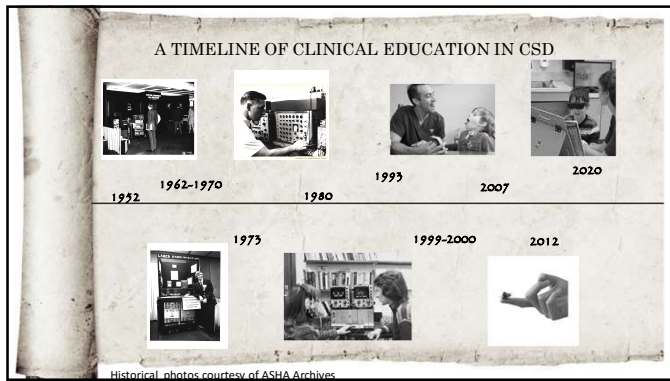
Financial Disclosure – honorarium

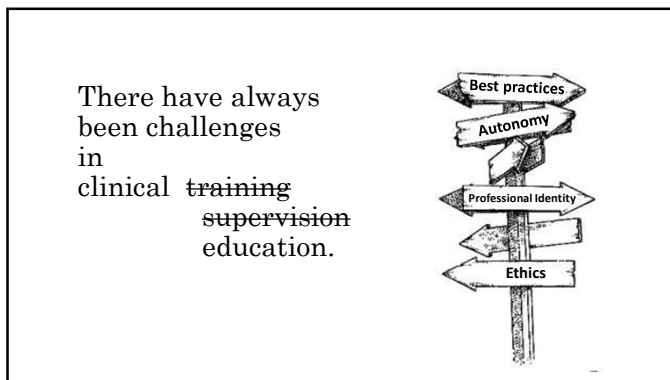
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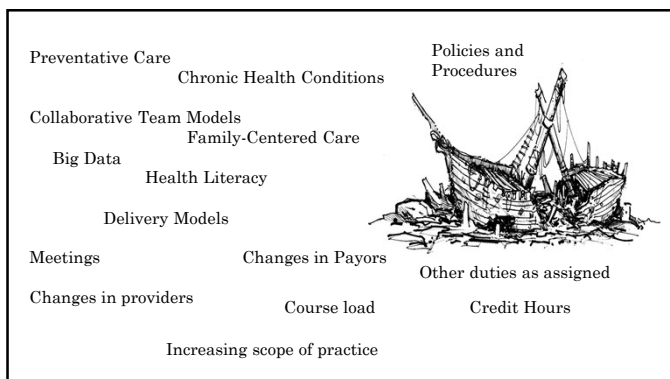
Our objectives

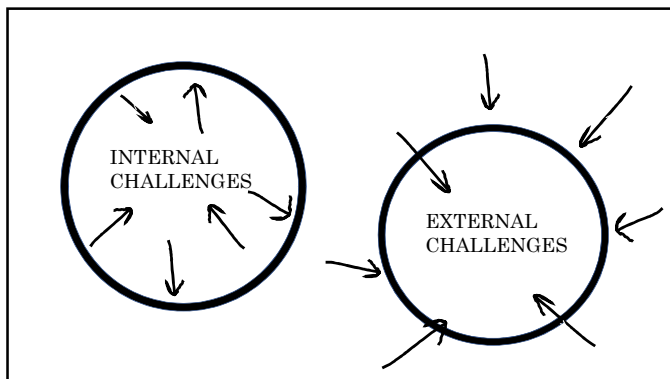
- To reflect
- To disrupt
- To deconstruct
- To challenge
- To rebuild

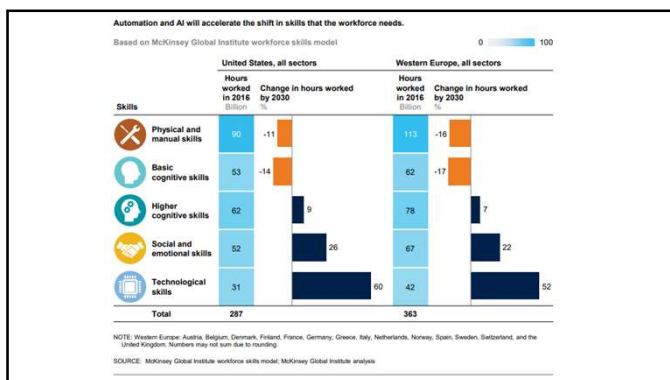












The illiterate of the 21st Century are not those who cannot read or write, but those who cannot learn, unlearn and relearn.

-Alvin Toffler, futurist

Question #1: *What will the world be like 10 or so years from now when your students are practicing their professions out in the world?*

Question #2: *What skills will your students need to be successful in this world you have imagined 10 years from now?*

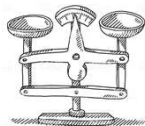
Question #3: Now think about your own life and the times when you were really learning, so much and so deeply, that you would call these the "peak learning experiences" of your life.
What were the conditions that made your high-performance learning experiences so powerful?

Question #4: *What would learning be like if it were designed around your answers to the first three questions?*



Adapted from Trilling & Fadel, 2009.

Teacher-directed
 Direct – instruction
 Knowledge
 Content
 Basic Skills
 Facts and principles
 Theory
 Curriculum
 Time slot
 One-size fits all
 Competitive
 Classroom
 Summative
 Learning for School



Learner-centered
 Interactive
 Exchange
 Skills
 Process
 Applied Skills
 Questions and problems
 Practice
 Projects
 On-demand
 Personalized
 Collaborative
 Global Community
 Formative
 Learning for Life

Trilling, B. & Fadel, C. (2009)

HOW DO WE CHANGE THOSE CHALLENGES INTO OPPORTUNITIES?





Critical Thinking

Communication


Creativity

Collaboration




P21
PARTNERSHIP FOR
21ST CENTURY LEARNING

Image- <https://learnbps.bismarckschools.org/course/view.php?id=6484>




Critical Thinking

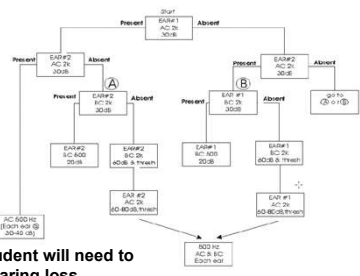
Critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion.



The Glossary of Education
Reform by [Great Schools Partnership](#)

Critical Thinking in Action





Based on the each test outcome, student will need to determine the type and degree of hearing loss

Stapel, 2009



Communication

Ways of networking, interacting, collaborating and publishing in a variety of forms, contexts and diverse environments



Communication and Interprofessional Training



<https://www.nursing.jmu.edu/features/secondlife.html>



Creativity

Applying knowledge to generate new ideas, products or processes.

Using models and simulations to explore complex systems or processes

Identifying trends and forecasting possibilities

Dede, C in Trilling, B. & Fadel, C. (2009)



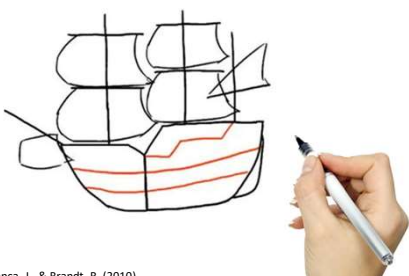
Collaboration

- Formal and informal
- Negotiate resolutions and conflicts
- Pluralism and diversity
- Identity formation
- Interpersonal relationships

Deliberate instruction in team building

<https://www.bluehat-teambuilding.co.uk/high-performing-teams-50-years-of-forming-storming-norming-performing/>

Reconstructing Our Ships



- New Learning Environments
- Re-imagine the Curriculum
- Assessment
- Standards and Policy

Bellanca, J., & Brandt, R. (2010)

New Learning Environments


- Large and small group spaces
- Extended learning opportunities
- Simulation labs
- Specialty labs
- Moveable Furniture
- Technologies for Service Delivery Methods



Bellanca, J., & Brandt, R. (2010)

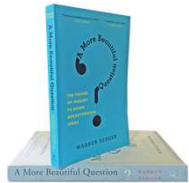
Re-imagine the Curriculum

- Big Beautiful Questions
- Backward Design
- Guide on the Side
- Intentional planning outside of the instructional times
- Workshops, pop-ups, book studies



A Skilled Work Force

Asking Beautiful Questions



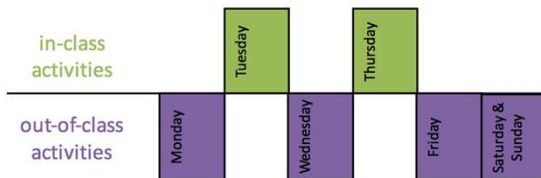
beautiful question *n.* an ambitious yet actionable question that can begin to shift the way we perceive or think about something—and that might serve as a catalyst to bring about change.

Berger, W. (2014)

"In the beginner's mind there are many possibilities, but in the expert's there are few."

— Warren Berger, *A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas*

- include OBJECTIVES
- write ASSESSMENTS
- connect STRATEGIES
- describe IMPACT



jmuDesign Institute 2018

Assessment

- Authentic
- Skill Based
- Openness of Content
- Individual and Team Results



Standards and Policy Changes

- National Accreditation, Certification and Licensure
- Policies on Technology
- University Course Structure Requirements
- Policies in GENERAL
- Artificial Divisions
- HABIT and COMFORT

Bellanca, J., & Brandt, R. (2010)



Our sincere appreciation to the CAPCSD conference committee, and Ned & Deborah of JMS Management

References & Resources

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