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SESSION 322

## Layering of Learners in Rural Sites: Identifying Challenges and Finding Solutions

The concept of “layered learning” is sometimes met with resistance and or/apprehension amongst preceptors. “Layered learning” refers to the process of having multilevel medical learners ( i.e.medical student, clinical clerk, resident) in a clinical setting at one time. The same preceptor may supervise all these learners. Senior learners are often utilized to help teach the more junior learners.

Capacity issues are no secret to medical schools trying to find meaningful clinical placements for their learners. Memorial University has recently increased its overall undergraduate and Family Medicine postgraduate enrolment. It has also increased the amount of rural placements in Family Medicine across the undergraduate curriculum, to 14 weeks. Many sites and preceptors have expressed resistance to having more than one learner at a time regardless of the level of training. More exposures to rural medicine helps recruitment of medical students and residents to rural training and practice.

The purpose of this workshop is to gather information about barriers/challenges and strategies/solutions to this concept of multilevel learners in a clinical setting and then to offer techniques or ideas to help overcome these barriers.

Following a brief presentation of perceived barriers and challenges identified in the literature participants will be given an opportunity in break out groups to discuss two questions. Firstly participants will be asked to identify and discuss barriers or perceived barriers. These ideas will be brought back to the entire group for further discussion. Next participants will be asked to reflect on these barriers and challenges and to offer suggestions/solutions to overcome these challenges. Finally participants will be offered suggestions and tips ( both from the literature and personal experience) to help them succeed in layered learning in their clinical setting.

1. To understand and identify challenges associated with multilevel learners in a rural clinical setting.
2. To develop strategies to help overcome barriers to multilevel learners in a rural clinical setting.
3. To describe and utilize teaching techniques useful for physicians and medical learners to use in a rural clinical settings with multilevel learners.