

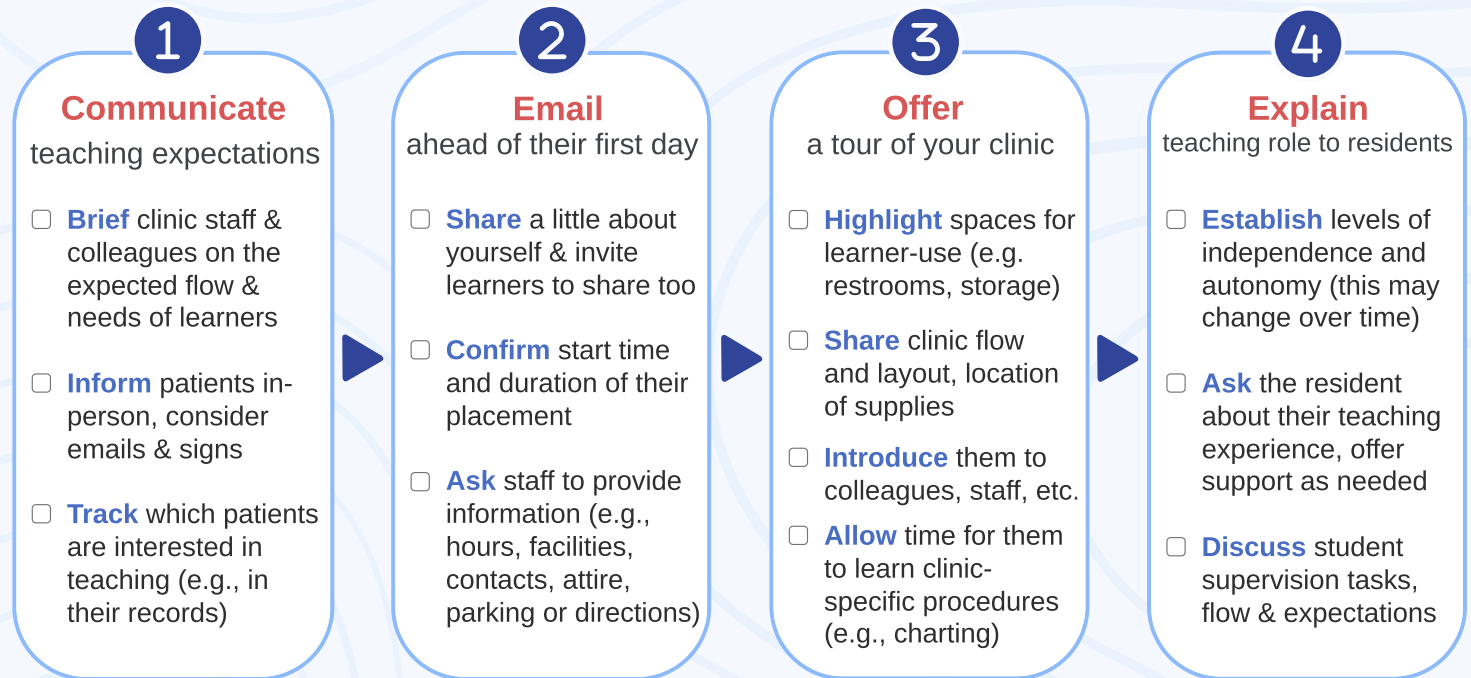
Layered Learning at a Glance

Layered learning in medical education refers to when multiple levels of learners and a clinical preceptor all work together to teach and learn from each other.

These resources are designed to support preceptors exploring layered learning in their teaching contexts.

Orienting Everyone for Layered Learning

These preparatory steps, informed by learner feedback, can improve learner experiences of layered learning.



Sample Wave Schedules

It may be difficult to imagine how layered learning might work on an operational level. Experienced preceptors have offered some sample schedules to spark inspiration for a variety of teaching contexts.

Access the full resource with 12 different sample wave schedules using the QR code:



Sample Schedule - If You have: an R2 & two Medical Students (a Y3 and a Y4)

TIME	Appointments	Preceptor Sees	Resident Sees	Students See
Morning		Check in, review cases, tips & tricks. Distribute patients & space		
1000	Patient A, B	Patient A	Patient B	
1010	Patient C, D	Patient C		Patient D
1020	Patient E, F	Patient E		D with Resident
1030	Patient G		Patient G	Patient F
1040	Patient H	Patient H (telehealth)		F with Preceptor
1050	Patient I, J	Patient I (telehealth)	Patient J	
1040	Patient K, L	Patient K (telehealth)		Both Students see Patient L
1050				Patient L with Resident
	During Lunch	Check-in, review urgent items		

Questioning Sessions in Layered Learning

To identify valuable lessons and teachings for multiple levels of learners, questions must be expanded and intentionally directed to explore the learners' differing levels of knowledge and expertise.

Elicit questions to help understand what they each know, moving from junior to senior learner. **Start with a general question that is easily answerable to both junior and senior learners.**

The senior may then answer in a way that builds on the junior and connects the encounter to past experiences:

Expand the conversation with another related question to deepen the learners' thinking and differential. Consider a follow-up question that will allow senior learners to share their knowledge with more junior learners.

Encourage further exploration of the topic by asking questions that enable learners to engage at different levels.

Explore the next steps with your learners and come up with some future learning - and don't be afraid to model your own learning journey. Use each learner's natural curiosity to inform your answers and recommendations.

Preceptor: "What struck you about the patient's experience with PMR (polymyalgia rheumatica)?"

Junior: "I remember learning about shoulder pain and aching in PMR but the patient's description made me realize how awful they feel and how many systemic symptoms people have."

Senior: "I've seen two people with PMR before and I remember how awful they felt before getting a diagnosis."

Preceptor: "Systemic unwellness is a critical feature of PMR. What would help you think to check for PMR right away? Anything in the physical which might bring PMR to the top of your differential?"

Junior: "Ummm, I'm not sure."

Senior: "Well, I think some patients have trouble raising their arms over their heads...is that right?"

Preceptor: "Is there anything else that surprised you?"

Senior: "The other patients I saw didn't have much of a headache, and I was wondering if the patient's headache could mean...could she have temporal arteritis as well?"

Junior: "How would we know if they had temporal arteritis?"

Junior: "It makes me wonder...what is the connection between PMR and temporal arteritis? We talk about them together, but what's the connection?"

Senior: "???"

Preceptor: "That's a great question – I've only seen one person with temporal arteritis in my practice but I worry about missing it. How can we look in to that?"

Additional Resources

Layered Learning Resources

A collection of videos, resources, and advice from experienced layered learning preceptors and learners.



Teaching Resources Library

100+ resources to support teaching faculty - everything from training materials to feedback advice.



This handout was created by the Office of Faculty Development.
For more information, go to facdev.med.ubc.ca or contact us at fac.dev@ubc.ca.



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