

Learners in Layered Learning

IN A COMMUNITY-BASED
CLINICAL TEACHING ENVIRONMENT

What is Layered Learning?

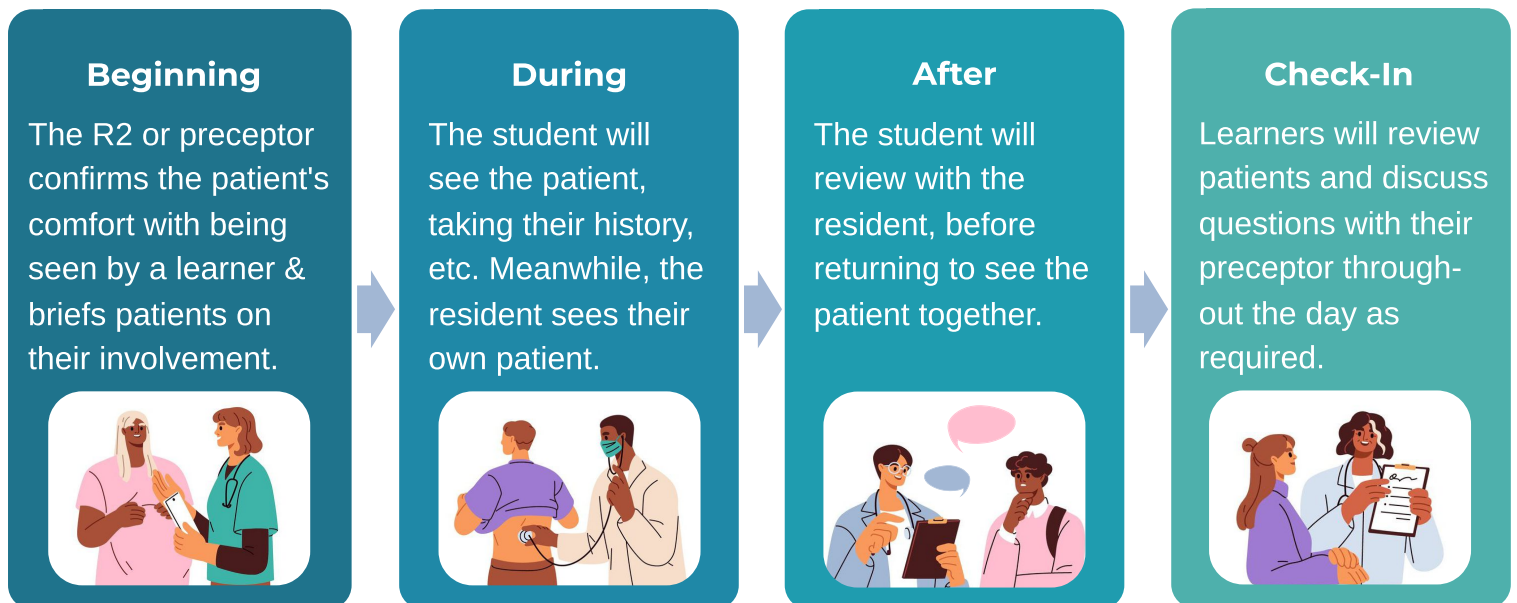
Layered learning, in a community-based teaching context, refers to learners at different levels of training working with one preceptor, allowing teaching and learning between learners as well as with the preceptor.

What Can a Learner Expect?

Many learners describe benefits from working with a “near peer”, in addition to the preceptor. More “junior” learners appreciate the opportunity to ask questions to someone who is near their level of training, and more “senior” learners appreciate the opportunity to develop their teaching skills in a supportive environment. Learners have the opportunity to engage with their preceptor both individually and together. As part of their clinical supervisory role, the preceptor also answers questions, facilitates learning, and offers feedback.

Example: What Does Layered Learning Look Like?

While every teaching clinic approaches layered learning differently, the diagram below provides an example of what a patient interaction might look like in a community-based clinical teaching environment with a Year 2 Family Medicine resident (R2) and a Year 3 student.



We spoke with learners about layered learning - here's what they said!

"Having a resident as a teacher can make it less scary to ask questions, since they're not the ones evaluating you. They can also be a great mentor - you (the medical student) can ask them to share tips and stories based on their own experiences of medical school and residency." - Year 4 Medical Student

"When building a relationship with a student, it helped to be honest with myself and the learner about what I can and can't teach. As a [Family Medicine] R2, it was important to remember that this was my last opportunity to ask questions easily, and learners appreciated my transparency." - Year 2 Resident



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