

Building Bridges: Learning and Assessment Experiences that Foster Professional Learning

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Educating for Professional Competence

“Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served.”

(Epstein & Hundert, 2002, p.226)



Educating for Competence in Pharmacy

“Future education needs to emphasize foundational skills (such as communications, clinical decision-making, physical assessment, informatics, confidence building and research) and incorporate management, leadership, advocacy and change management skills.”



Professional Learning

“professional learning is both a process of change within an individual as well as of *enculturation* into a group.”

(Boshuizen, Bromme & Gruber, 2004. p. 6)



Professional Learning

- continuously working on the elaboration and alignment of vision, theoretical knowledge, methods and tools, and experience
- contributing to the development of the profession and to team and organizational learning

(Simons & Ruijters, 2004)



Teaching for (and in) Practice

When we broaden our perspective from “teaching a discipline” to engaging our students in a “community of practice” in that discipline, we shift the emphasis on what is explicitly taught and learned and how it is learned.

(Brown, Collins & Duguid, 1989; Wenger, 1998)



Cognitive Apprenticeship (Brown, Collins & Duguid, 1989; Taylor & Care, 1999)

Competent Practice

Sociology

- culture of practice
- cooperation
- competition

Domain Knowledge

- concepts/procedures
- strategies
- heuristics

Sequence

- global to local
- diversity
- complexity

Teaching/Learning Methods

- modeling
- coaching
- scaffolding
- articulation
- reflection
- exploration



A Challenge: The Nature of Expertise

(Boshuizen, Bromme & Gruber, 2004; Boshuizen & Schmidt, 2000)

Expertise Level	Knowledge Structures	Problem Solving	Attention to Process
novice	incomplete, not well connected	long, detailed chains of reasoning	conscious monitoring of micro-steps
intermediate	more complex, networked	consolidation of reasoning steps, shorter chains	conscious monitoring of each step
expert	highly integrated, internalized “scripts”	pattern recognition, compressed steps activated when challenges arise, efficient process	monitor fit, outcome of solution



Bridging the Gap

How can you apply the cognitive apprenticeship framework to optimize the impact of current assignment/assessment tools with respect to learning “for and in” practice?



Bridging Pre-Practice-Competent Practice

Task:

Knowledge	Teaching/Learning Strategies	Sequence	Sociology
Concepts /Procedures			Culture of Practice
Strategies			Cooperation\ Competition
Heuristics			



Curriculum Goals: A Contemporary Perspective

- foundational knowledge
- application
- integration
- human dimension
- caring
- learning how to learn

(Fink, 2003, p. 75)



Our Professional Responsibility

“Higher education needs to educate people in every field who have ethical autonomy and the courage to act upon it - who possess knowledge, skill, *and* the highest values of their vocation.”

(Palmer, 2007, p. 12)



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